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ABSTRACT

This fourth year evaluation reports the effects and usage of "Carrascolendas," a children's television series in Spanish and English. Research was conducted in Texas schools and encompassed three phases: a field experiment to measure learning effects; attitudinal surveys among teachers, parents, and children; and a process evaluation of the Education Service Center Carrascolendas staff members. The field experiments consisted of viewer and nonviewer groups of Mexican-American children, grades K-3. Criterion referenced instruments designed in Spanish and English were administered which compared viewer and nonviewer scores. Combined viewers made a significant gain score increase in the Spanish areas of history, culture, and reading; and in the English areas of history, culture, and science. The content areas which had the least impact in Spanish and English were math and self-concept. Survey elicited attitudes indicate increased improvement in the use of Spanish and English by children and greater pride in the Mexican-American culture. Attitude items on which viewers made significant gains over nonviewers dealt with speaking Spanish and teacher approval of school work. The process evaluation summarizes activities and describes the services and interaction which were provided. (Author/WCM)

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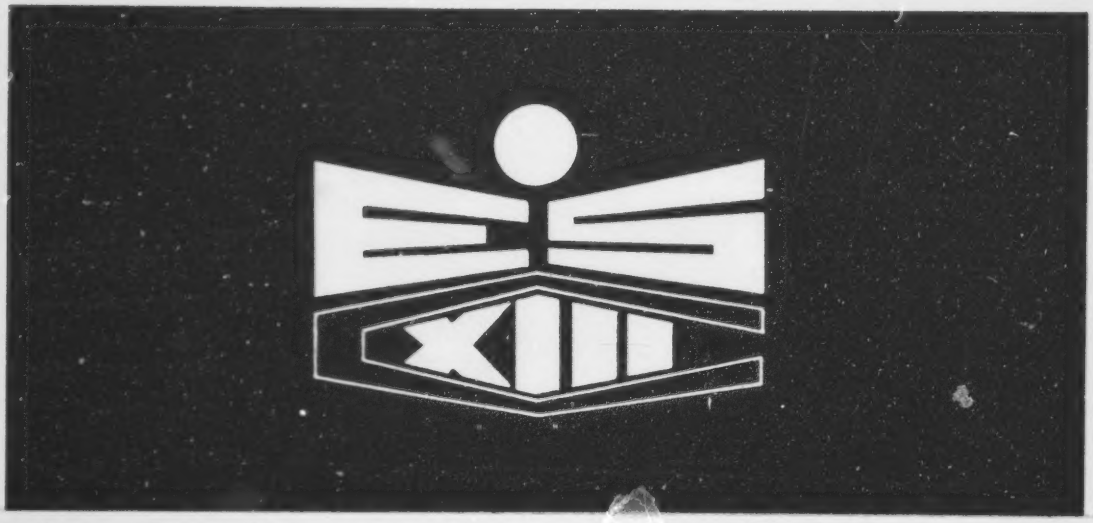

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REGION XIII

CARRASCOLENDAS

EVALUATION OF A SPANISH/ENGLISH EDUCATIONAL TELEVISION SERIES WITHIN REGION XIII

GERALDINE VAN WART

JUNE, 1974

ED 092089

CARRASCOLENDAS:

EVALUATION OF A SPANISH/ENGLISH EDUCATIONAL TELEVISION SERIES WITHIN REGION XIII

by

Geraldine Van Wart

U.S. DEPARTMENT OF HEALTH
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FINAL REPORT

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CARRASCOLENDAS

EVALUATION OF A SPANISH/ENGLISH EDUCATIONAL TELEVISION SERIES WITHIN REGION XIII

Geraldine Van Wart

Education Service Center
Region XIII
Austin, Texas

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HEALTH, EDUCATION AND WELFARE

Office of Education

June, 1974

A B S T R A C T

This fourth year evaluation reports the effects and usage of CARRASCOLENDAS, a children's television series in Spanish and English. Research was conducted in Texas schools, particularly within Region XIII, and encompassed three phases: a field experiment to measure learning effects, attitudinal surveys among teachers, parents, and children, and a process evaluation of the Education Service Center CARRASCOLENDAS staff members.

The field experiment was conducted at two sites, Austin and Seguin. Viewer and nonviewer groups of Mexican-American children were selected at each site in grades kindergarten through third. Criterion referenced instruments designed in Spanish and English were administered in pre and posttest measures yielding gain scores for comparison of viewers and nonviewers. Gain scores showed that the combined viewers made a significant increase in the Spanish areas of History and Culture and Reading, and in the English areas of History and Culture and Science. Third grade viewers benefitted most from the series in both Spanish and English. The content areas which had the least impact in Spanish and English were Math and Self Concept. Kindergarten viewers achieved significantly greater gains than nonviewers in terms of Spanish and English fluency and first grade viewers achieved greater gains in English fluency. The series was least effective in terms of fluency with second and third grade children.

Surveys elicited attitudes of teachers, parents, and children toward CARRASCOLENDAS. Results indicated positive responses toward the series noting increased improvement in the use of Spanish and English by children and greater pride in the Mexican-American culture. An additional measure of self concept did not significantly differentiate responses of viewers and nonviewers in regard to items dealing with speaking English and parental approval of school work. Items on which viewers made significant gains over nonviewers dealt with speaking Spanish and teacher approval of school work.

The process evaluation summarizes activities of the Education Service Center CARRASCOLENDAS staff members and describes the services and interaction which were provided.

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S E C T I O N I

INTRODUCTION

CARRASCOLENDAS completed its fourth year of production and dissemination under a Title VII grant in 1973. Each year, thirty programs were produced for the series which is designed as a television component to complement bilingual instructional programs for Mexican-American children. In its last year of production under Title VII, the programs incorporated a variety of cultural items of Puerto Rican and Cuban origin although the emphasis still remained on Mexican-American items.

The series was designed to provide instruction through television, emphasizing areas which present learning difficulties for children whose first language is Spanish. Special attention was given to those areas which could be dramatized in a television presentation by methods and resources which are not available to the individual classroom teacher. Instruction in the areas of Language Skills, History and Culture, Self Concept, Reading, Math, and Science was provided through the use of songs, animation, films, and dramatic segments. The series has been produced in color.

The Education Service Center has also provided a Teacher Guide as supportive material through which the teacher could integrate the content of the series into the daily instructional curriculum. The Guide provided an outline of the content of each of the 30 programs, as well as a packet of visuals for games, puzzles, and other exercises. Music and lyrics of songs in the series were also included.

This report describes the fourth year evaluation results which were conducted by the Research and Evaluation department of the Education Service Center, Region XIII. It is comprised of eight sections: Section II describes the field experiment which gauged the learning effects of the series on children who are representative of the target population. Sections III - VII report the procedures and results of surveys undertaken with teachers, parents, and children to assess opinions of various audiences. Section VIII provides a short process evaluation of the Education Service Center staff involved with the project during the fourth year.

Research Questions and Research Strategies

Field Experiment

The fourth year field experiment activities focus upon two major questions:

(1) What are the effects of viewing CARRASCOLENDAS when such effects are gauged relative to the instructional objectives of the series?

(2) What is the generality of the effects of viewing CARRASCOLENDAS when such effects are gauged on Mexican-American children in different areas within Region XIII?

Viewer and nonviewer samples of the target population were selected at two sites, Austin and Seguin. Effects of the series upon children at these sites were assessed in terms of pre-series and post-series criterion referenced measurements. The measurements represented samplings of the instructional objectives on which the series was based. Gain scores were derived from these measurements and were subjected to analysis of variance in order to evaluate the impact of the program on viewer children as compared to nonviewer children.

Teacher Diary: Program Evaluations

Teachers were asked to evaluate the series on a program-by-program basis by means of a Teacher Diary. Rating scales were provided for ranking appropriateness of content and language, comparisons with other programs, facilitation of learning activities, and pupils' verbal participation and interest level for each of the 30 programs in the series.

The diaries were distributed to the teachers at each grade level at both sites. Responses were returned biweekly to the evaluation staff and were computed into frequency tables.

Teachers' Attitudes

The Teacher Attitude Questionnaire was designed to elicit information regarding general opinions toward bilingual education and the use of CARRASCOLENDAS by teachers in different grade levels in Title VII schools in Texas.

The survey instrument used in preceding evaluations was revised and mailed to half of the schools in Texas which were participating in Title VII bilingual programs. Responses were tabulated for presentation in frequency tables.

Parents' Attitudes

Parents' opinions regarding bilingual education, knowledge of CARRASCOLENDAS, and the effects of the series were assessed by a telephone survey. Parents of children who viewed the series at both sites were interviewed, and responses were tabulated in frequency tables for each site and the combined sites.

Children's Attitudes

Questions directed to the children focused on the use of Spanish and English in the classroom and on television, and opinions regarding the series. The surveys were administered as part of the field experiment conducted in English. Responses were subjected to analysis of variance in order to evaluate any discrimination between viewers and nonviewers.

Self Concept

Measures of self concept based on conceptual definitions contrasted to the criterion referenced measurement were incorporated into the field experiment in Spanish. Responses were subjected to chi-square analysis in order to evaluate any discrimination between viewers and nonviewers.

Process Evaluation

A study of the operational procedures within the Region XIII staff involved in the CARRASCOLENDAS project is reported.

S E C T I O N I I

FIELD EXPERIMENT

The effects of CARRASCOLENDAS were assessed by means of a field experiment which measured pupil performance in Spanish and English on selected instructional objectives.

Research Design

Evaluation activities focused on two major questions during the fourth year project:

(1) What are the effects of viewing CARRASCOLENDAS when such effects are gauged relative to the instructional objectives of the series?

(2) What is the generality of the effects of viewing CARRASCOLENDAS when such effects are gauged on Mexican-American children in different areas within Region XIII?

Procedures

Selection of Field Sites

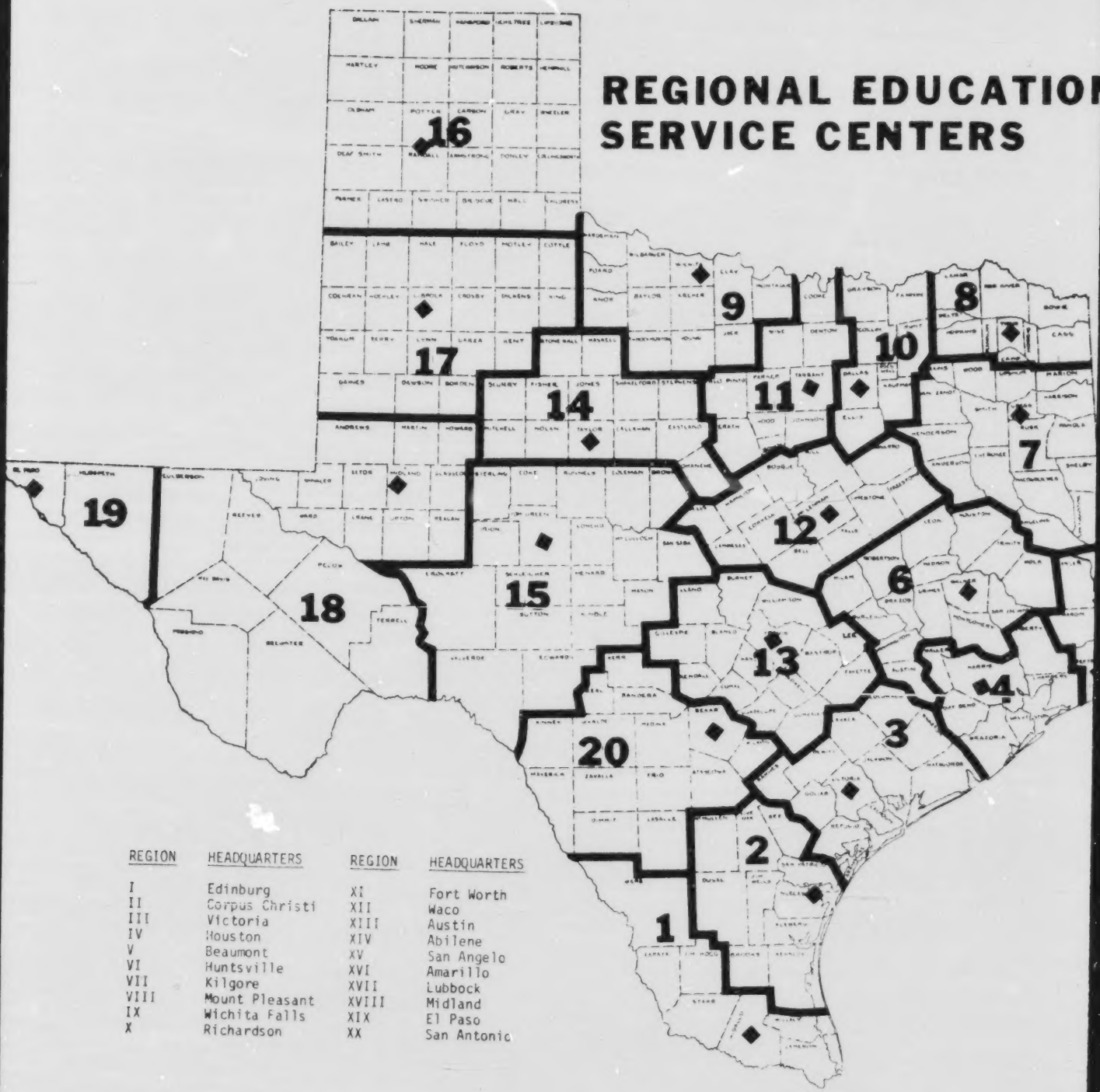
Two field sites were selected within the Region XIII area (see Figure 1), in Austin and Seguin. These sites were chosen in order to compare effects of the series on children who had viewed previous years' productions of CARRASCOLENDAS with children who had never seen CARRASCOLENDAS in the classroom. Many of the Austin schools participating in the federal Title VII bilingual education project had viewed CARRASCOLENDAS regularly as part of the ongoing bilingual program. As a contrast, the Seguin schools had not had television sets available for viewing of the series in prior years.

Site Description

Austin

Two schools in Austin were selected for the experimental and control groups for the CARRASCOLENDAS evaluation. Viewer subjects were chosen from students at Brooke Elementary and non-viewer subjects, from Metz Elementary. Subjects were chosen from kindergarten, first, second, and third grades.

FIGURE 1



REGION	HEADQUARTERS	REGION	HEADQUARTERS
I	Edinburg	XI	Fort Worth
II	Corpus Christi	XII	Waco
III	Victoria	XIII	Austin
IV	Houston	XIV	Abilene
V	Beaumont	XV	San Angelo
VI	Huntsville	XVI	Amarillo
VII	Kilgore	XVII	Lubbock
VIII	Mount Pleasant	XVIII	Midland
IX	Wichita Falls	XIX	El Paso
X	Richardson	XX	San Antonio

There are 407 children enrolled in Brooke Elementary of which 98% are Mexican-American, 1% are Anglo, and 1% are Black. Fourteen of the 24 teachers and 10 of the 11 aides speak Spanish.

Both schools participate in bilingual programs. Brooke is funded by the Austin Independent School District, and Metz is funded by Title VII. Both urban schools have an attendance of children who live within the school district, and the average annual income for the families in $1,000 - 4,999.

The viewer group of children saw the series on Monday, Wednesday, and Friday between 10:00 - 10:30 AM on black and white television sets. Publicity regarding CARRASCOLENDAS has appeared in local publications as well as television.

Teacher and classroom information is outlined in Tables 1 and 2.

Seguin

The Seguin schools are composed of a large number of children from urban and rural families. Two schools were utilized for conducting the CARRASCOLENDAS field experiment, Sue Smith and Jefferson Avenue Elementary Schools.

Kindergarten children from Sue Smith comprised both viewer and nonviewer groups. The school of 161 children has six teachers and six aides, with three of the aides able to speak Spanish. There is no bilingual program employed in this school which is composed of 64% Mexican-American, 9% Anglo, and 17% Black children.

The first, second, and third grade subjects in the experimental and control groups came from the Jefferson Avenue school. At this school of 677 children, there are 25 teachers and four aides, with one teacher and two aides speaking Spanish. The ethnic composition of the school is 35% Mexican-American, 51% Anglo, and 14% Black. This school does not participate in a bilingual program either.

Children residing within the school district generally attend the schools, but transfers are frequently allowed. Average annual income for families in this area is $5,000 - 9,999.

The viewer groups saw the series from 10:00 to 10:30 AM on Mondays, Wednesdays, and Fridays. Television sets were acquired for use in each of the classrooms, and all viewing was in black and white. There was no local publicity regarding CARRASCOLENDAS.

TABLE 1

TEACHER/CLASSROOM TEST SITE INFORMATION (AUSTIN - VIEWERS)

(Brooke Elementary)

		VIEWERS			
Teacher Information	Grade Level	K	1	2	3
	Highest Degree	B.A.	B.A.	B.A.	M.A.
	Teaching Experience	1½ yrs.	5 yrs.	4 yrs.	1 yr.
	Spanish Fluency	Fluent	Moderate	Limited	None
Class Information	Classroom Activities:				
	Before Viewing	Sometimes	Sometimes	Sometimes	Rarely
	After Viewing	Sometimes	Sometimes	Sometimes	Rarely
	Language of Activities	½ Spanish ½ English	½ Spanish ½ English	English	English
	Bilingual Instruction				
	days/wk.				
	hrs./wk.	15	5	None	6

TABLE 2

TEACHER/CLASSROOM TEST SITE INFORMATION (AUSTIN -NONVIEWERS)

(Metz Elementary)

		NONVIEWERS			
Teacher Information	Grade Level	K	1	2	3
	Highest Degree	B.A.	B.A.	B.S.	B.A.
	Teaching Experience	0	9 yrs.	15 yrs.	2 yrs.
	Spanish Fluency	Limited	Moderate	Moderate	Moderate
Class Information	Bilingual Instruction				
	days/wk.				
	hrs./wk.	0	5	0	7

Teacher and classroom information for Seguin is outlined in Tables 3 and 4.

Subjects

Children at both sites were chosen in the kindergarten, first, second, and third grades as subjects for the field experiment. Although the series is principally aimed at Mexican-American children in kindergarten, first, and second grades, evaluators were interested in gauging the effects on third grade children who might have viewed the series for the preceding three years, and compare the results with third grade children who were being exposed to the series for the first time. A total of 30 children (Mexican-Americans, Anglos, and Blacks) in each grade level were chosen randomly to act as the experimental group, and an additional 30 children in each grade level were the control group. The experimental group generally viewed the series in class three times a week, whereas the control group did not view the series. A total of 226 viewers and 225 nonviewers completed the experiment.

Test Instruments

Since the series is based on instructional objectives prepared by the curriculum staff of the Education Service Center, and scripts are designed with those objectives in mind, criterion referenced test instruments were prepared. Once the instructional objectives were presented to the production staff, the list was reduced to those objectives which would be presented in the series. Therefore, the test instruments were designed with reference to the final list of objectives and the final scripts. Table 5 lists the comparison of objectives presented, produced, and tested as well as the length of time devoted to those items in the series and the testing.

Two test instruments were prepared -- one in Spanish and one in English. The Spanish instrument dealt with objectives which were presented in the series only in Spanish, and the English instrument was treated in a like manner with only English presentations tested. The content areas tested in Spanish include: History/Culture, Self Concept, Spanish Language Skills, Reading, and Math. The content areas tested in English include: History/Culture, Self Concept, English Language Skills, Math, and Science.

TABLE 3

TEACHER/CLASSROOM TEST SITE INFORMATION (SEGUIN - KINDERGARTEN)

(Sue Smith Elementary)

		VIEWERS	NONVIEWERS
Teacher Information	Grade Level	K	K
	Highest Degree	B.A.	B.A.
	Teaching Experience	3 yrs.	3 yrs.
	Spanish Fluency	None	Limited
Class Information	Classroom Activities:		
	Before Viewing	Sometimes	
	After Viewing	Sometimes	
	Language of Activities	English	
	Bilingual Instruction		
	# days/wk.	CARRASCOLENDAS only	None
	# hrs./wk.		

TABLE 4

TEACHER/CLASSROOM TEST SITE INFORMATION (SEGUIN - PRIMARY)

(Jefferson Avenue Elementary)

			VIEWERS			NONVIEWERS	
Teacher Information	Grade Level	1	2	3	1	2	3
	Highest Degree	B.A.	B.A.	B.A.	M.A.	B.S.	B.A.
	Teaching Experience	2 yrs.	4 yrs.	19 yrs.	15 yrs.	14 yrs.	8 yrs.
	Spanish Fluency	Fluent	Moderate	Limited	Limited	None	Limited
Classroom Information	Classroom Activities:						
	Before Viewing	Sometimes	Sometimes	Never			
	After Viewing	Sometimes	Sometimes	Always			
	Language of Activities	½ Spanish ½ English	English	½ Spanish ½ English			
	Bilingual Instruction						
	# days/wk.	CARRASCOLENDAS only			None	None	None
	# hrs./wk.	2					

TABLE 5

COMPARISON OF OBJECTIVES PRESENTED AND TESTED IN THE SERIES

Content Areas	Number of Objectives Presented by the Curriculum Staff	Number of Objectives Incorporated in the Series by the Production Staff *			Number of Objectives Tested		Time Allotted in Series to Objectives Presented		Time Allotted in Series to Tested Objectives	
		Spanish	English	Total	Spanish	English	Spanish	English	Spanish	English
History Culture	17	5	1	6	3	1	1:50:42	48:43	23:14	29:00
Self Concept	12	9	9	9	4	4	27:48	1:16:07	8:36	34:13
Science	31		6	6		4		35:10		24:56
Spanish	32	3		3	3		1:27:06		55:14	
English	60		15	15		9		2:23:31		1:31:01
Math	25	4	4	4	2	2	7:23	19:48	10:46	14:28
Reading	120	108		108	8		2:51:06		32:38	

* Additional segments were incorporated into the series by the production staff which did not have specific objectives delineated by the curriculum staff.

Once the initial list of Spanish and English test questions was prepared, the evaluator met with other Service Center CARRASCOLENDAS staff members to discuss accuracy and to revise or delete certain questions.

Since the series sometimes dealt with the same objectives in both languages, the same question could appear on both test instruments. A total of 20 objectives were tested in English, and 20 were tested in Spanish.

A copy of each test question with an abbreviated form of the objective, the program number, the method of presentation, the title of the segment, the number of repetitions within the same program, and the time allotted to the presentation appears in Appendix C.

Test Procedures

Both tests were administered individually to each child by bilingual interviewers. The Spanish test was conducted entirely in Spanish, and the English, entirely in English. Only at the end of the test administration did the interviewers ask questions bilingually. The Spanish test included ten questions for measuring the children's self concept. The English test included ten questions measuring the children's attitudes toward CARRASCOLENDAS. The ten questions asked at the close of each interview were presented in Spanish and in English in order that a response might be elicited from each child if he/she were monolingual.

Because of the time constraints of the project, interviewers did not have sufficient time to become acquainted with the children in an informal situation. However, before testing began, the interviewers did introduce themselves to the class as a whole to inform the children that one of them would be asking some questions for a few minutes outside of the classroom.

The series began airing on September 5, one week after school began, thereby making it impossible for pretesting to be completed prior to the initial air date. By using two interviewers for each test, the subjects were tested within two weeks. The experimental groups began viewing of CARRASCOLENDAS on Program Six. In order that the children be exposed to the entire 30 program series, the first five programs were to be shown on film at both test sites. However, KLRN did not release the tapes to the Education Service Center as had been specified in the contract allowing time for reproduction to film. Therefore, the films were not available for use in the classrooms as originally planned.

Posttesting was conducted once the thirtieth program had been viewed by the experimental groups, and it was completed on December 14.

Scoring Procedures

Test interviewers attended a session at the Education Service Center to become acquainted with evaluation objectives and testing and scoring procedures. Each test question was reviewed, possible responses were discussed, and scoring procedures were then detailed. During the training session, interviewers were required to complete a reliability form to insure that responses to questions be scored in the same manner. Discrepancies were discussed until all interviewers could score possible responses to test items in a like manner.

Each test booklet had a cover page which supplied the following information: test identification, child's identification number, grade level, viewing conditions, the child's age, sex, and ethnicity.

Test questions were then listed in the center portion of each page. Scoring possibilities were provided on the left portion for content scores and on the right, for language scores. Content scores were differentiated as follows: a perfect response (weighted as a "4"), a prompted response (weighted as a "3"), a partial response (weighted as a "2"), and an incorrect or no response (weighted as a "1").

Language scores were differentiated in a similar manner: a response in the interview language (weighted as a "4"), a response mixing English and Spanish (weighted as a "3"), a response in the "opposite" language (weighted as a "2"), and no verbal response (weighted as a "1").

Each test question therefore had numeric scores on both content and language usage. The interviewer circled the numbers which best defined the child's response to each question.

Since the test booklets were designed for direct key punching, three cards were punched for each child for each test administered. One computer card contained the identification numbers and content scores, another the identification numbers and language scores, and the third, the identification numbers and scores from the additional study (English tests had attitude scores and Spanish tests had self concept scores).

Since viewing of the first five programs was not possible, scores of test questions dealing with those items treated exclusively in one of those five programs were deleted from the final analysis. Three questions in the Spanish Reading content area were therefore deleted from the analysis. No questions in the English areas needed to be eliminated due to no viewing of the first five programs.

Also, since scores on the language of the responses were recorded, those questions deleted from the content analysis, as well as those requiring no verbal response, were deleted from the analysis of language usage scores. Five questions on the Spanish test, and six questions on the English test required no verbal response. A total of seven scores from the Spanish interview and six scores from the English interview were therefore deleted from the analysis of language scores.

Types of Scores

Responses for each child included a variety of scores calculated for pre and posttests in Spanish and in English. The scores included:

(1) average total score; the average score on a one-to-four scale on all iters of the particular test.

(2) History and Culture score; the average score on items pertaining to the content area of History and Culture.

(3) Self Concept score; the average score on items pertaining to the content area of Self Concept.

(4) Language Skills score; the average score on items pertaining to the content area of Language Skills.

(5) Math score, the average score on items pertaining to the content area of Math.

An additional score in the content of the Spanish test included:

Reading score; the average score on items pertaining to the content area of Reading.

The English test included an additional content score also:

Science score; the average score on items pertaining to the content area of Science.

Language scores were computed as follows:

Language score; the average score on a one-to-four scale of the degree to which the child responded in the correct or opposite language of the test interview, or used both English and Spanish.

The additional scores obtained from the English test included child attitude scores which are discussed in Chapter Six. The Spanish test included scores on a self concept measure reported in Chapter Seven.

Data Analysis

All scores were transferred to punched cards for subsequent use in computer programming. The types of scores previously discussed were subjected to analysis-of-variance for viewer and nonviewer comparisons.

Pretest Scores

As in previous reports, pretest data are not summarized here since they can be observed indirectly from the posttest and gain scores. Pretests serve as a basis for calculating gain scores. Pretest scores are subtracted from posttest scores in order to obtain gain scores. Since viewer and nonviewer subjects were comparable during pretesting, it was reasoned that any difference which might occur could be attributed to viewing CARRASCOLENDAS. One could therefore expect that viewer gains would tend to be larger than nonviewer gains.

Posttest Data Analysis and Gain Scores

Posttest scores were calculated in the same manner as pretest scores. Figures presenting results of posttest scores are provided. The gain scores are also indicated. These scores were obtained by having pretest scores subtracted from posttest scores in a computer program.

The average pretest and posttest scores were submitted to analysis-of-variance as multiple trials in order to determine any viewer/nonviewer differences. If differences were statistically significant, they provided a basis for interpretting an effect of viewing the series.

Results

Results include scores of viewer and nonviewer subjects in kindergarten, first, second, and third grades in Austin and Seguin.

Effects of the Series in Terms of Content

Gains in Overall Content of the Spanish Areas of Instructional Objectives

Figure 2 presents posttest and gain scores of viewer and nonviewer subjects when Austin and Seguin subjects were combined. Figure 3 presents the posttest and gain scores separately for Austin and Seguin subjects in the overall content of objectives tested in Spanish. On both figures, scores are indicated for subjects in each grade level and for the combined grades.

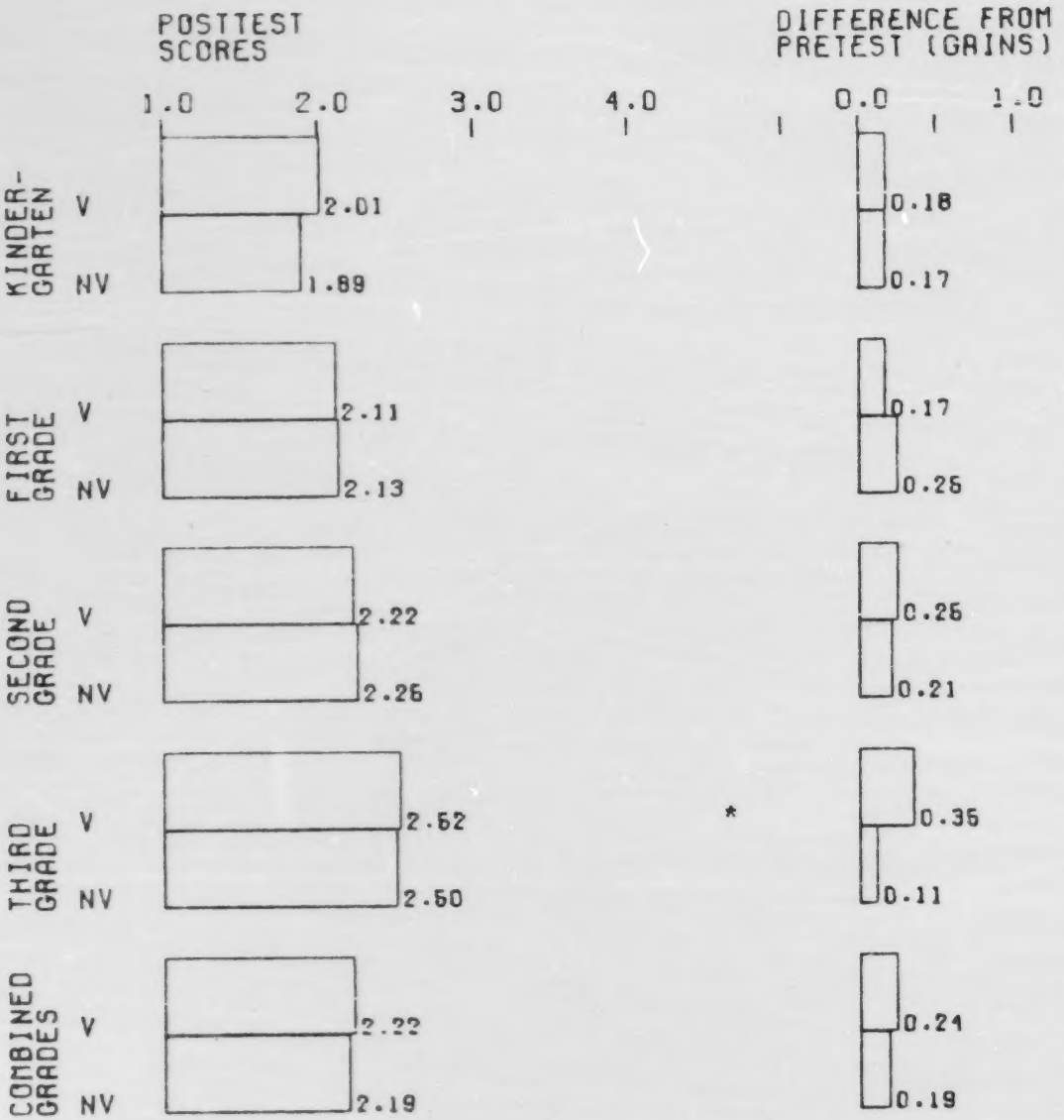
No significant difference was noted in the gain scores in Spanish of viewers when compared to nonviewers when all grade levels were combined. Viewers gained over nonviewers, but differences were not significant when both sites were combined, or when Austin and Seguin viewer/nonviewer subjects were compared separately.

Looking at gains made by subjects in each grade level, when sites were combined, only third grade viewers made statistically significantly greater gains ($p<.01$) than did nonviewers. No statistical differences were noted in kindergarten, first, and second grade viewer/nonviewer comparisons. When the scores were obtained according to sites, there was no statistically significant difference evident between viewers and nonviewers in Austin. However, in Seguin, third grade viewers made significantly greater gains ($p<.01$) than did nonviewers. Kindergarten, first, and second grade subjects in Seguin showed no statistically significant gains between viewers and nonviewers.

In comparing gain scores of viewers and nonviewers on the overall content of the Spanish areas of instructional objectives, it appears that third grade viewers made a significant increase over nonviewers. This occurred when viewers and nonviewers of both sites were compared, and when Seguin subjects were compared. No statistically significant gain by viewers compared to nonviewers was evident in kindergarten, first, and second grades, or the combined grades, for the combined sites or for the separate sites.

FIGURE 2

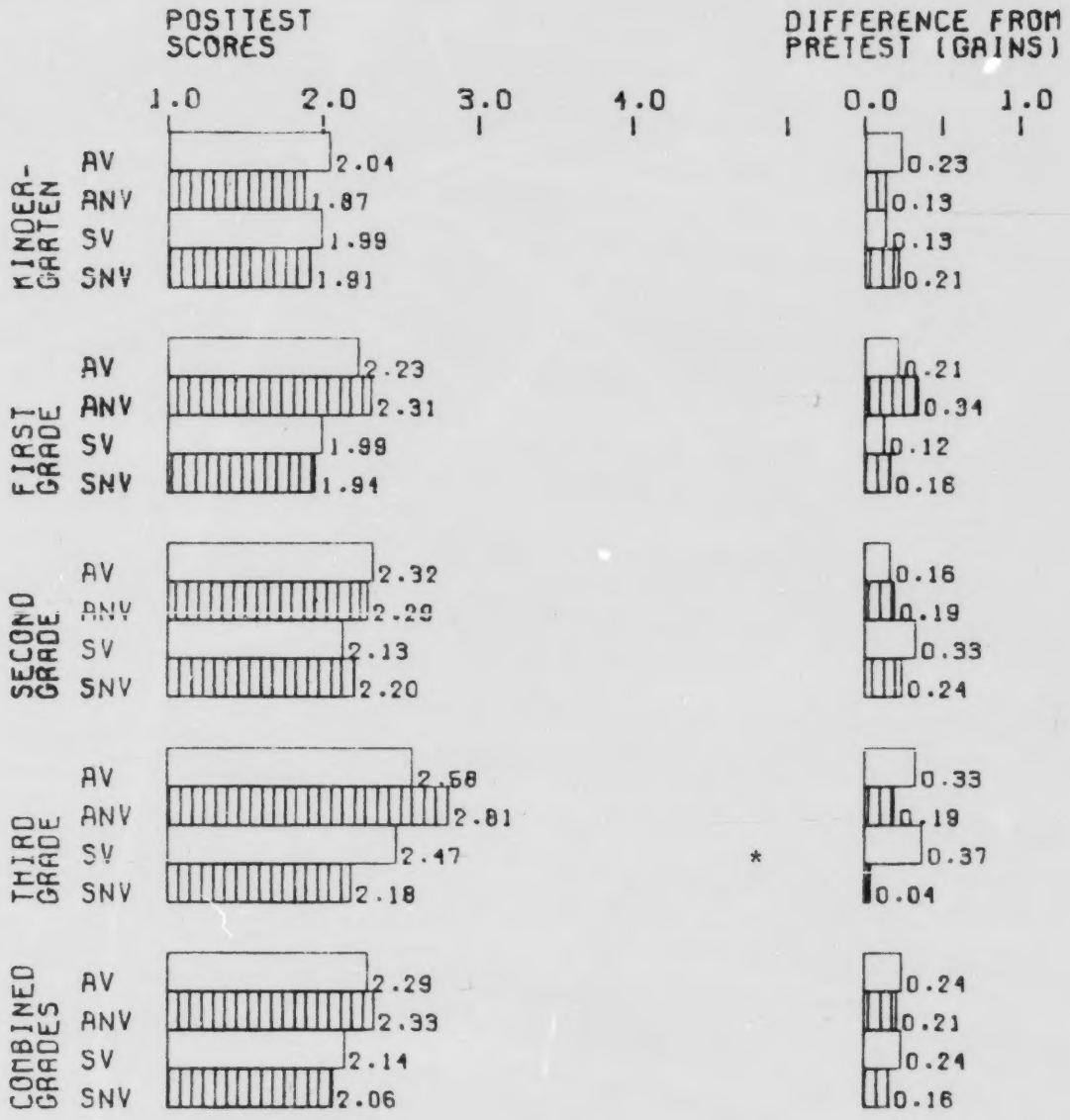
AVERAGE SPANISH CONTENT SCORES
OF SITES COMBINED



KEY
V-VIEWERS
NV-NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 3

AVERAGE SPANISH CONTENT SCORES BY SITES



KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEQUIN VIEWERS
SNV-SEQUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

Gains in Overall Content of the English Areas of Instructional Objectives

Average posttest scores and gain scores of viewers and nonviewers in the content areas tested in English are reported in Figures 4 and 5. Figure 4 presents scores when Austin and Seguin subjects were combined, and Figure 5 reports the scores according to sites. Scores are indicated for subjects in each grade level, and for the combined grades.

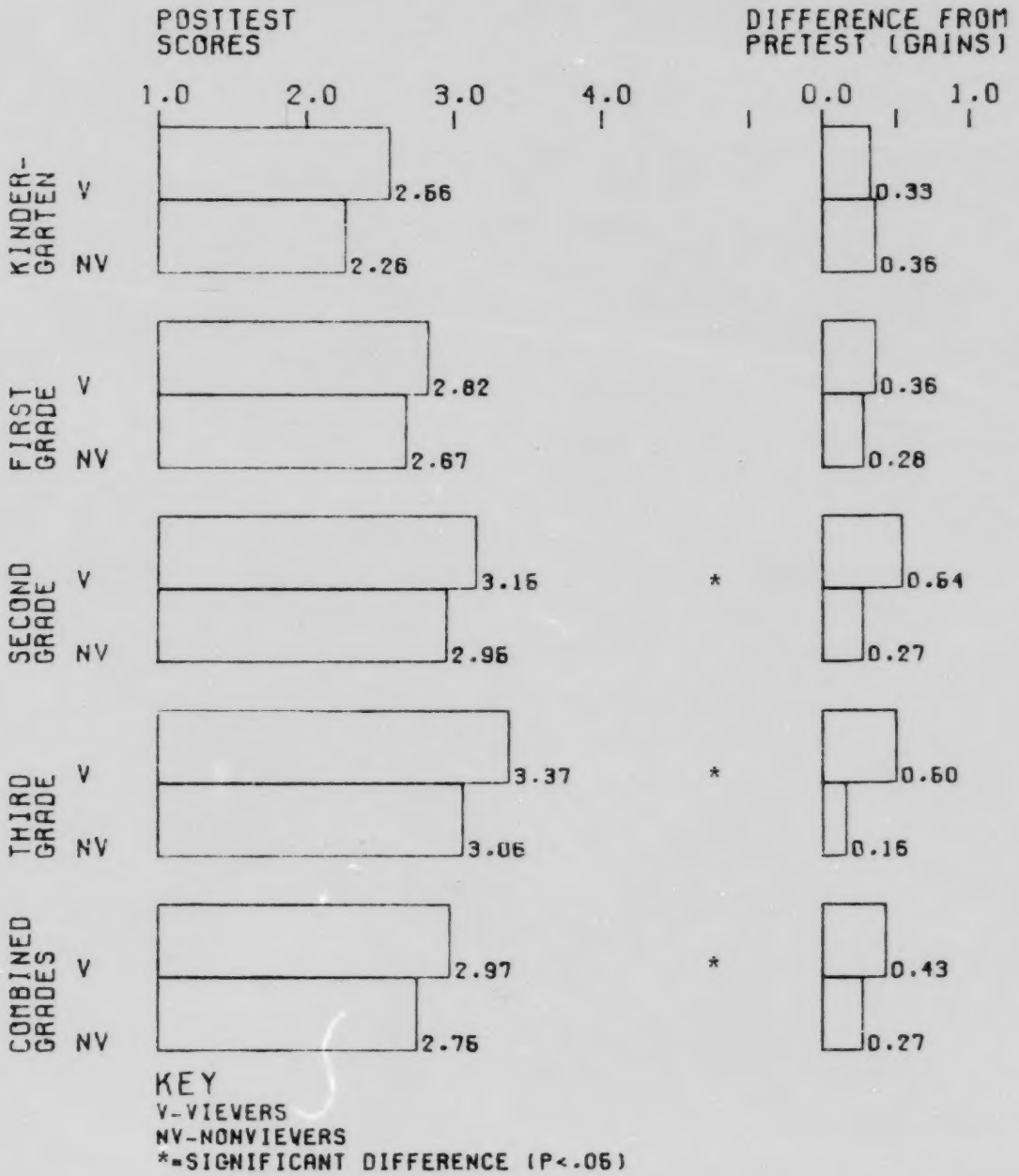
When looking at the scores of the combined grades, viewers made significantly greater gains in the overall content of instructional objectives tested in English. This occurred when viewers and nonviewers from both sites were compared ($p<.01$), and when viewers and nonviewers at each site were compared separately (Austin = $p<.01$ and Seguin = $p<.01$).

In the individual grade levels, viewers in the second and third grades made statistically significantly greater gains than did the nonviewers. This occurred at the $p<.01$ level of probability for second grade when the sites were combined. According to sites, second grade viewers achieved greater gains than nonviewers both in Austin ($p<.03$) and Seguin ($p<.02$). Comparison of third grade subjects of the combined sites between viewer and nonviewer gains was $p<.01$. By sites, Austin third grade viewers made greater gains than nonviewers ($p<.03$) and Seguin viewers also made greater gains than nonviewers ($p<.01$). There was no significant difference noted in the gain scores of kindergarten and first grade subjects when viewers and nonviewers were compared when the sites were combined or when they were compared separately.

In summary, the second and third grade viewer subjects in Seguin and in Austin made significantly greater gains than nonviewer in the overall content of the English areas of instructional objectives. Differences in scores between viewers and nonviewers in the kindergarten and first grades were not statistically significant. However, viewer gain scores were higher than nonviewer scores except in the Seguin kindergarten.

FIGURE 4

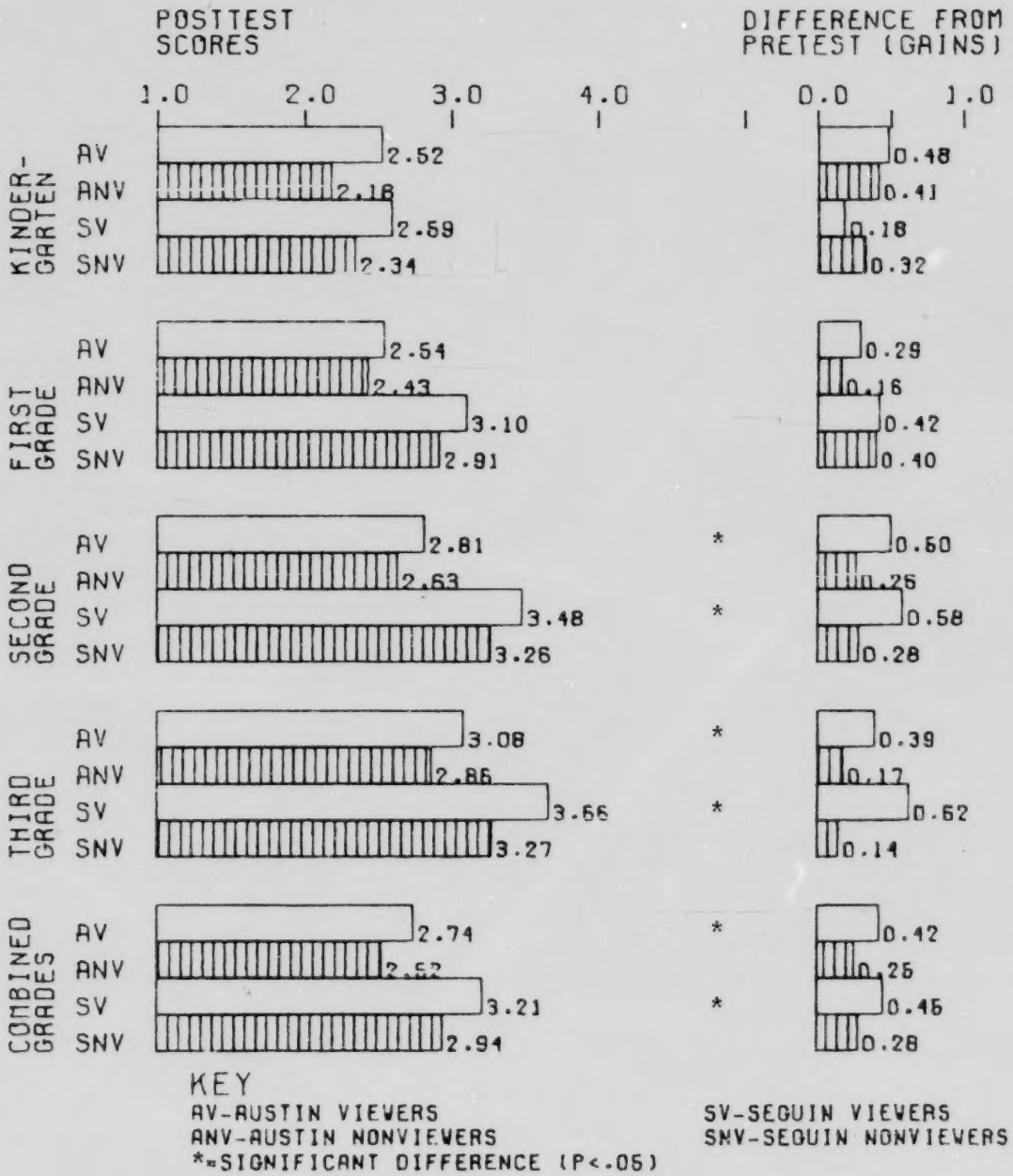
AVERAGE ENGLISH CONTENT SCORES
OF SITES COMBINED



KEY
V-VIEVERS
NV-NONVIEVERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 5

AVERAGE ENGLISH CONTENT SCORES
BY SITES



KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEQUIN VIEWERS
SNV-SEQUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

Gains in Subtests of the Spanish Areas of Instructional Objectives

Posttest and gain scores of viewers and nonviewers for the combined sites are reported for each Spanish subtest in Figures 6 and 10.

Viewers and Nonviewers From All Four Grades Combined

When kindergarten, first, second, and third grade subjects were combined and viewers and nonviewers were compared, viewers achieved statistically significantly greater gains over nonviewers in the Spanish areas of History and Culture ($p<.01$) and Reading ($p<.01$). Nonviewers, however, achieved significantly greater gains ($p<.01$) than viewers in the area of Spanish Language Skills. In the areas of Self Concept and Math, no statistically significant differences were noted in the gain scores of viewers compared to nonviewers.

Viewers and Nonviewers in Each Grade Level

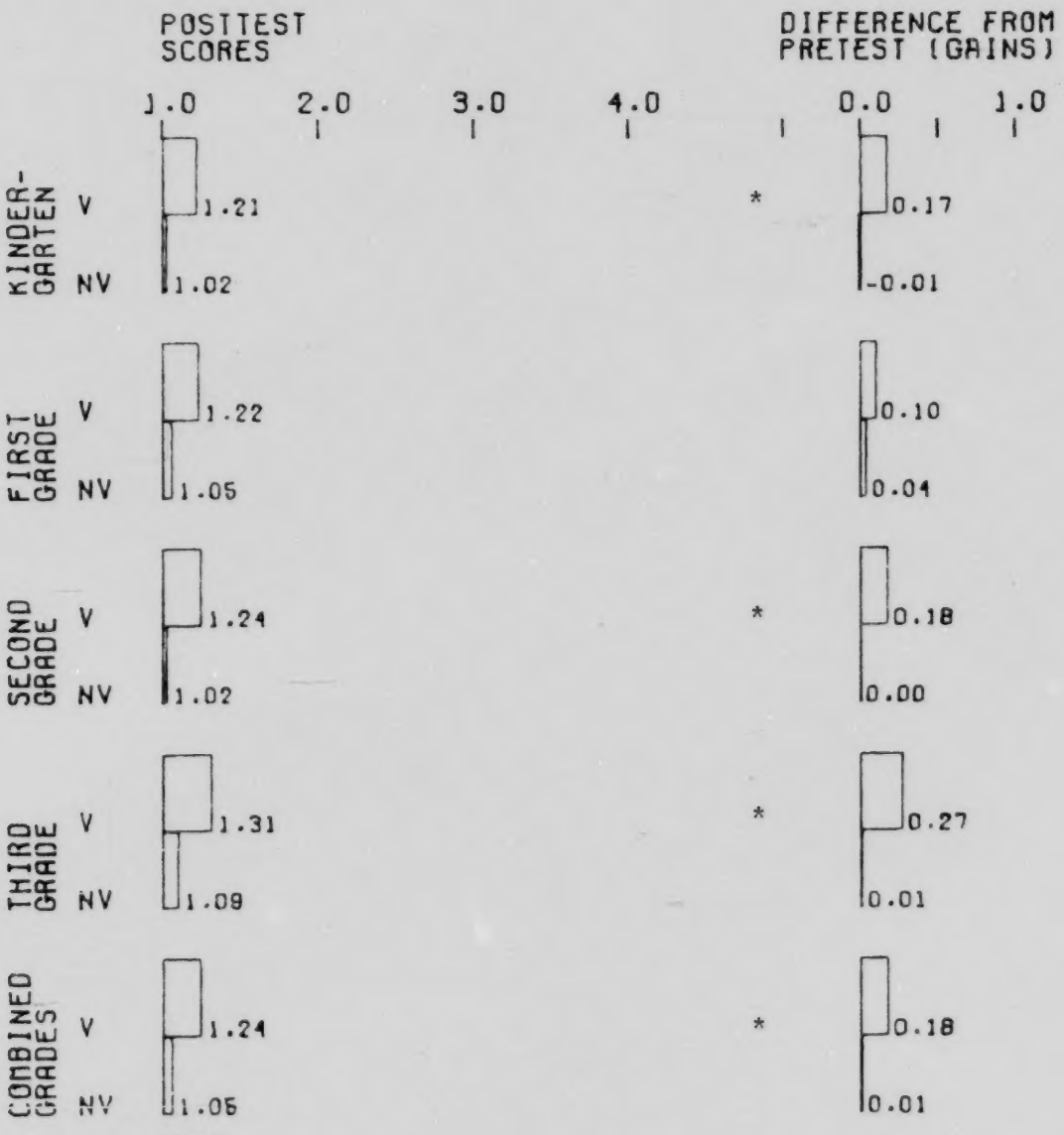
Viewers achieved significantly greater gains than nonviewers in the following areas when reported according to grade levels:

Third grade - History and Culture ($p<.01$) and Reading ($p<.01$);
Second grade - History and Culture ($p<.01$);
First grade - Nonviewer gains exceeded viewer gains significantly ($p<.02$) in the area of Spanish Language Skills; and,
Kindergarten - History and Culture ($p<.01$).

The content area which appeared to affect viewers most was History and Culture. The areas of Self Concept and Math were least effective in terms of viewer and nonviewer comparisons at each grade level. A reversal was noted in the area of Spanish Language Skills with nonviewers significantly gaining over viewers in the first grade. Nonviewers at all grade levels made greater gains than did viewers in the area of Spanish Language Skills, but those gains were not significant for kindergarten, second, and third grades. Third grade viewers made significant gains in the area of Reading, and viewer gains at each grade level, though not significant, exceeded nonviewer gains.

FIGURE 6

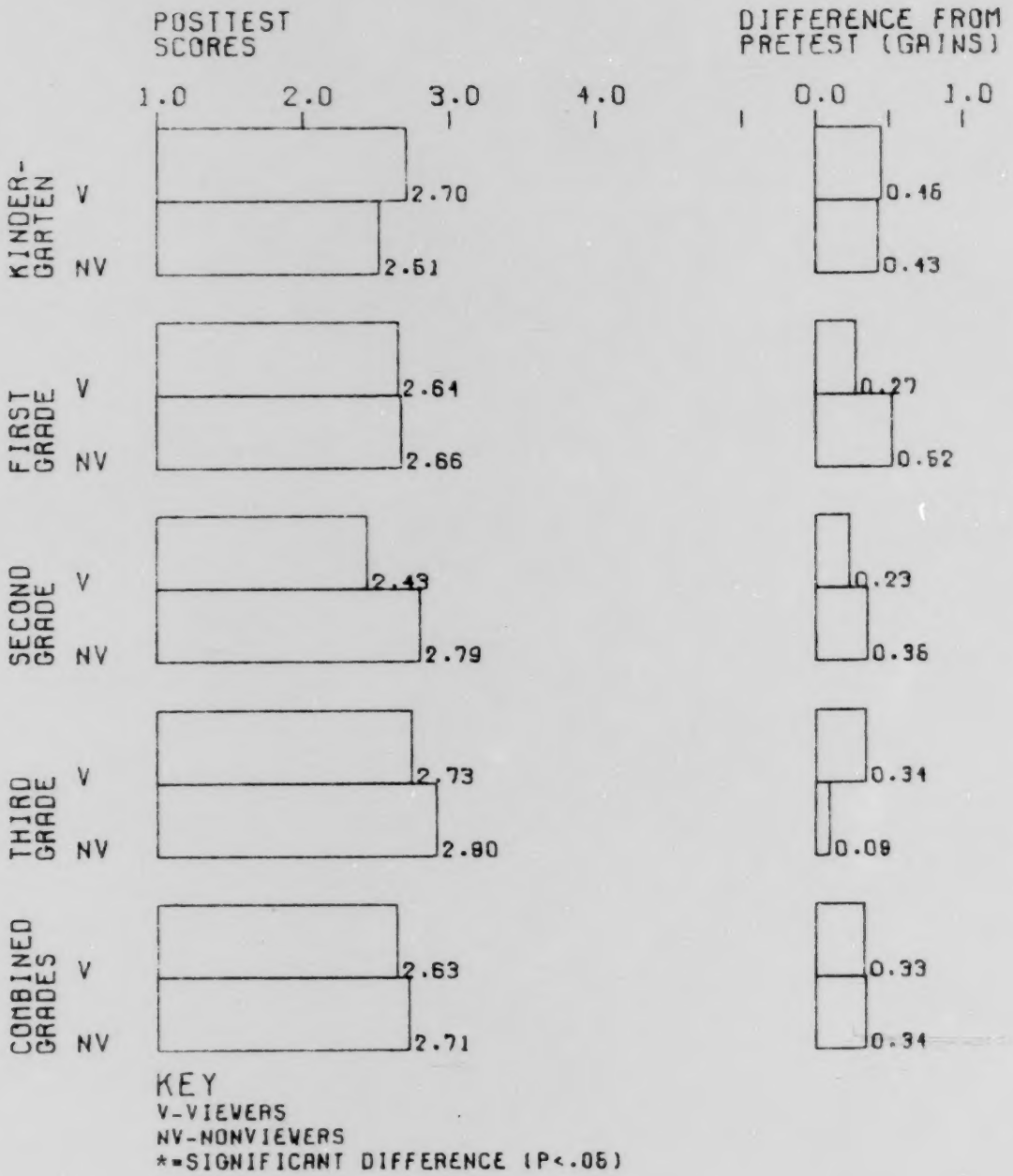
AVERAGE SPANISH SCORES IN HISTORY AND CULTURE OF SITES COMBINED



KEY
V-VIEWERS
NV-NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 7

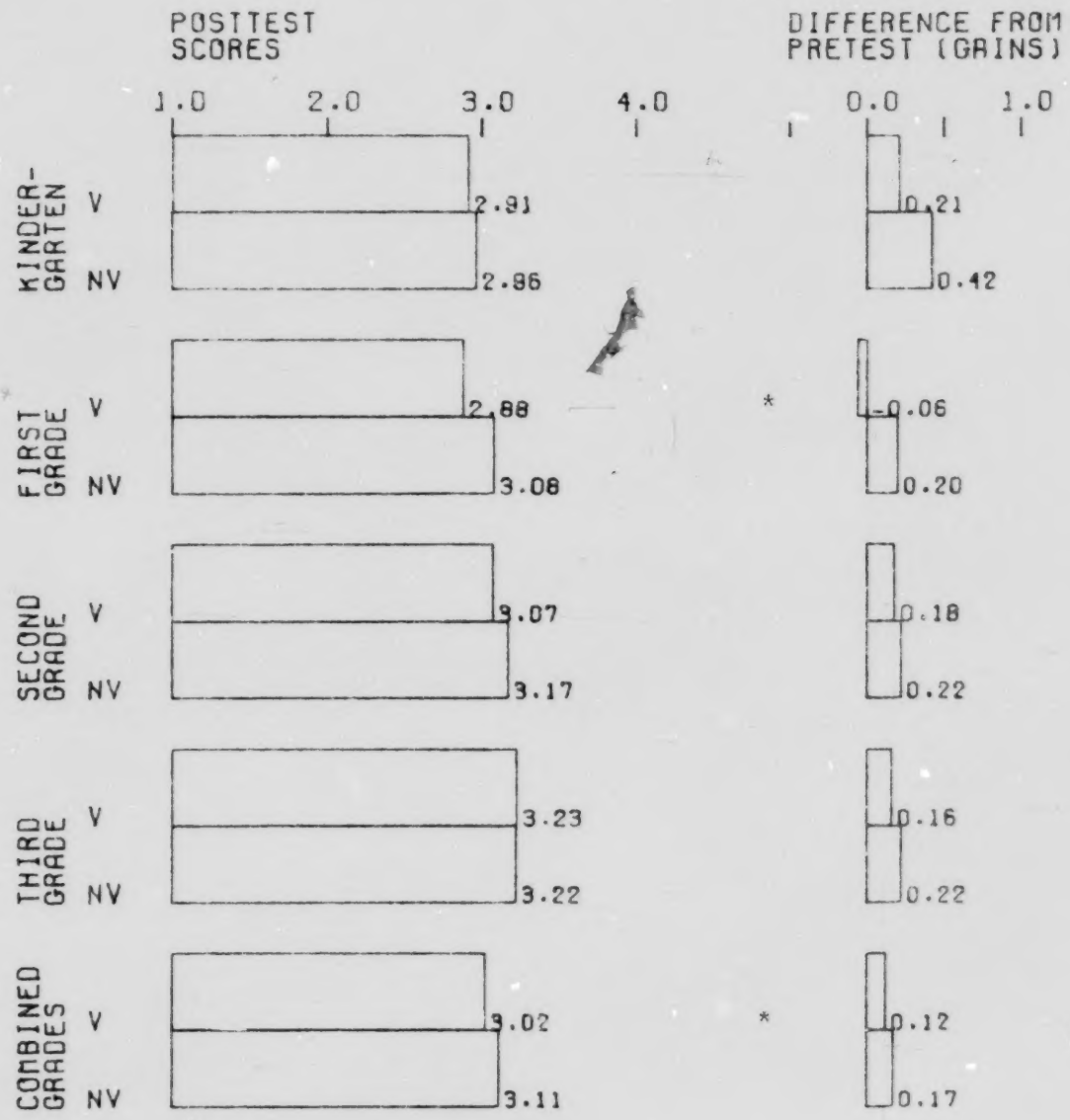
AVERAGE SPANISH SCORES IN SELF CONCEPT
OF SITES COMBINED



KEY
V-VIEWERS
NV-NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 8

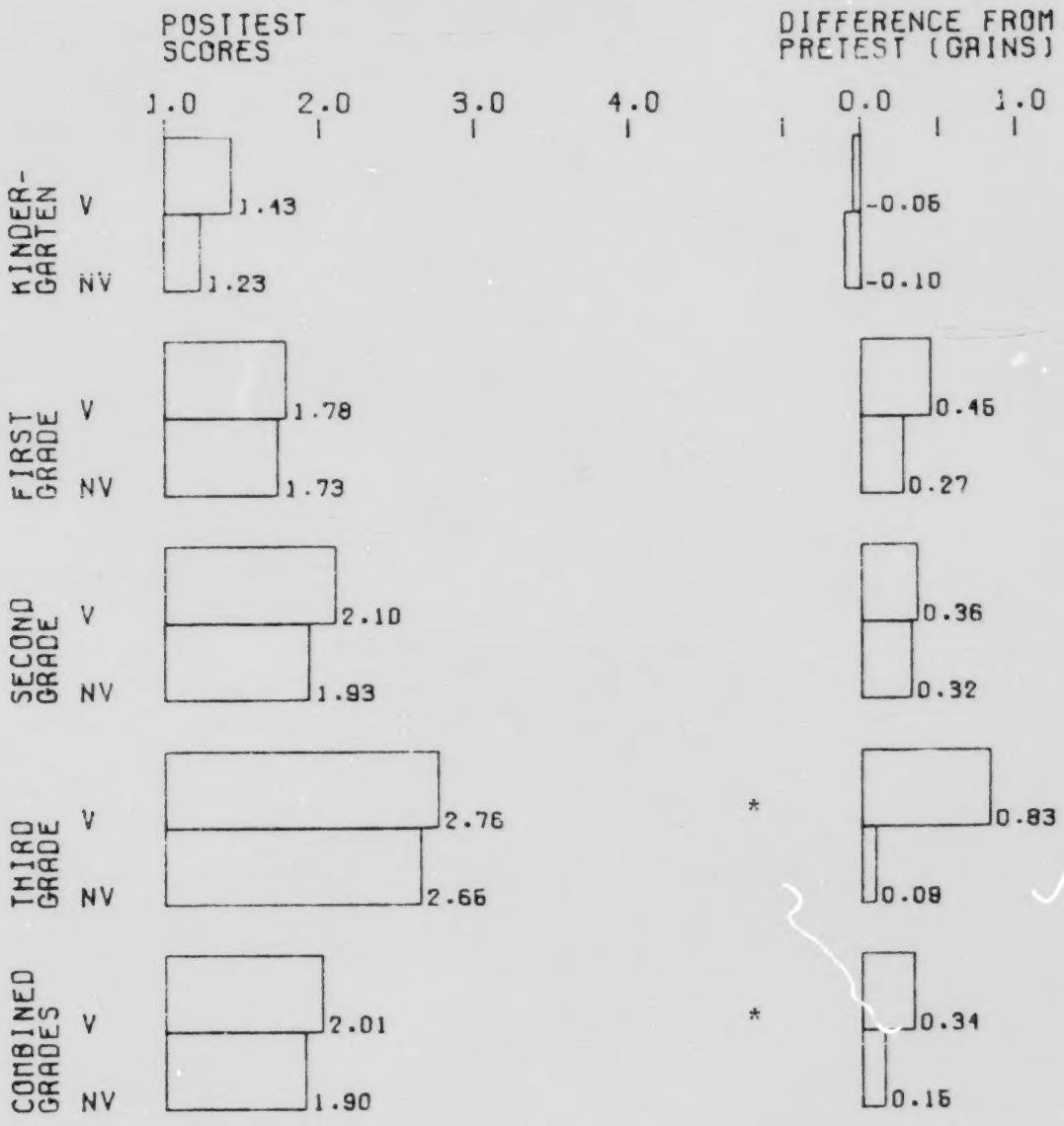
AVERAGE SPANISH SCORES IN LANGUAGE SKILLS
OF SITES COMBINED



KEY
V-VIEWERS
NV-NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 9

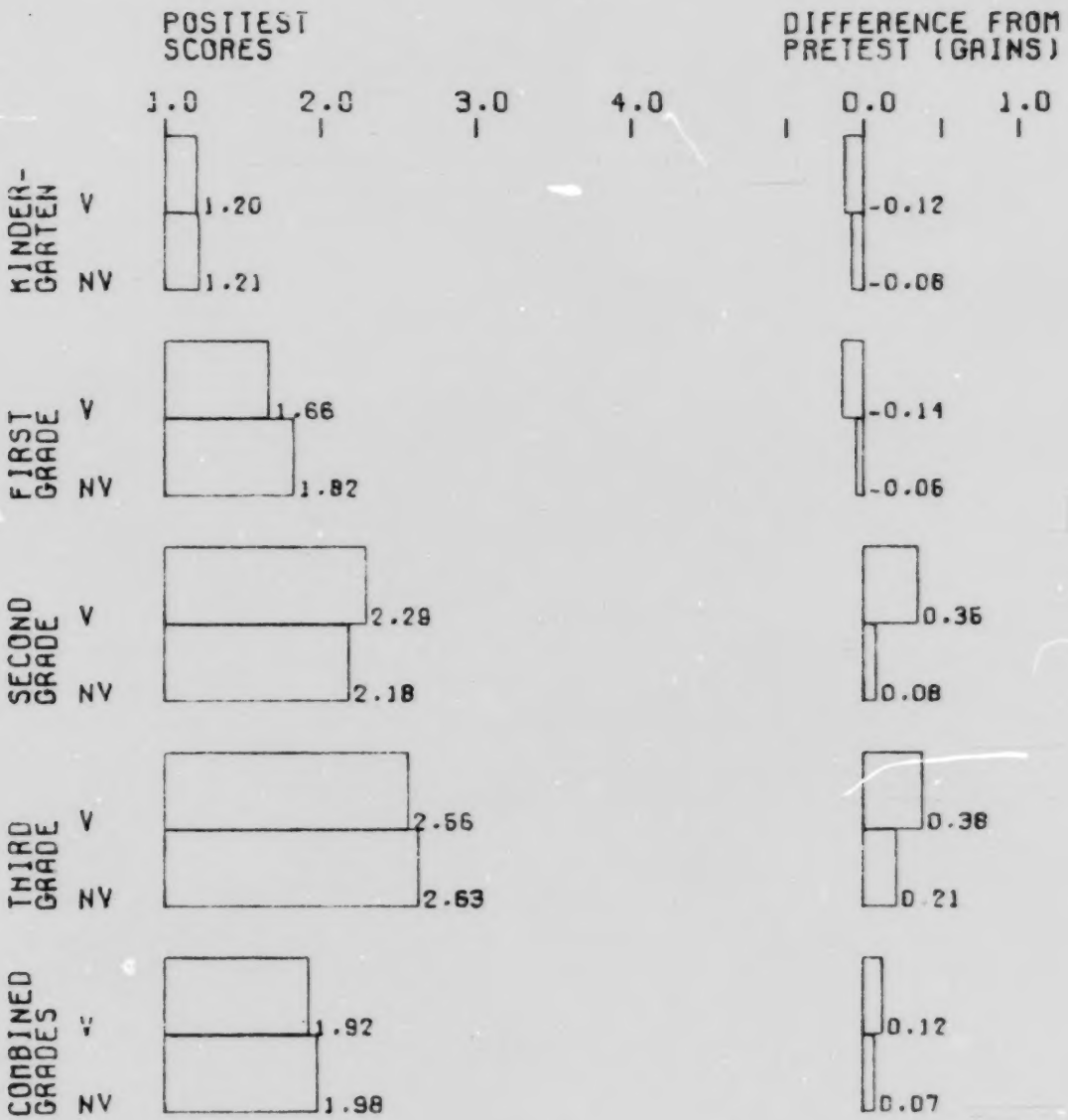
AVERAGE SPANISH SCORES IN READING OF SITES COMBINED



KEY
V-VIEWERS
NV-NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 10

AVERAGE SPANISH SCORES IN MATH OF SITES COMBINED



KEY
V-VIEWERS
NV-NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.06)

Gains in Subtests of the English Areas of Instructional Objectives

Figures 11 to 15 report average posttest and gain scores in the English areas of instructional objectives.

Viewers and Nonviewers From All Four Grades Combined

In the English content areas, where all four grades were combined, viewers achieved significantly greater gains over nonviewers in History and Culture ($p<.01$) and Science ($p<.01$). There was no significant difference in the gains made in the areas of Math and English Language Skills although viewers achieved slightly greater gains than nonviewers. However, in the area of Self Concept, although not significant ($p<.06$), nonviewers achieved greater gains than viewers.

Viewers and Nonviewers in Each Grade Level

Gains of viewers and nonviewers when compared by grade levels indicate that viewers achieved significantly greater gains than nonviewers in the following areas:

Third grade - History and Culture ($p<.01$), English Language Skills ($p<.01$), and Science ($p<.03$). In Math, the gains approached a level of significance ($p<.06$);

Second grade - History and Culture ($p<.01$), and English Language Skills ($p<.02$);

First grade - History and Culture ($p<.01$), and a reversal with nonviewers significantly ($p<.04$) gaining over viewers in the area of Self Concept; and,

Kindergarten - History and Culture ($p<.01$), Science ($p<.04$), and a reversal with nonviewers achieving significant gains ($p<.01$) over viewers in the area of English Language Skills.

As in the Spanish test, the content area which appeared to affect viewers most was History and Culture. The areas which were least effective in English were Self Concept, where nonviewers excelled over viewers, and Math, where only third grade viewers excelled significantly over nonviewers.

In view of the results in the area of Self Concept in this evaluation, and the small significant gains made in this area in the past, serious consideration should be given to revising the list of instructional objectives or eliminating the content area from the list of specific

FIGURE 11

AVERAGE ENGLISH SCORES IN HISTORY AND CULTURE OF SITES COMBINED

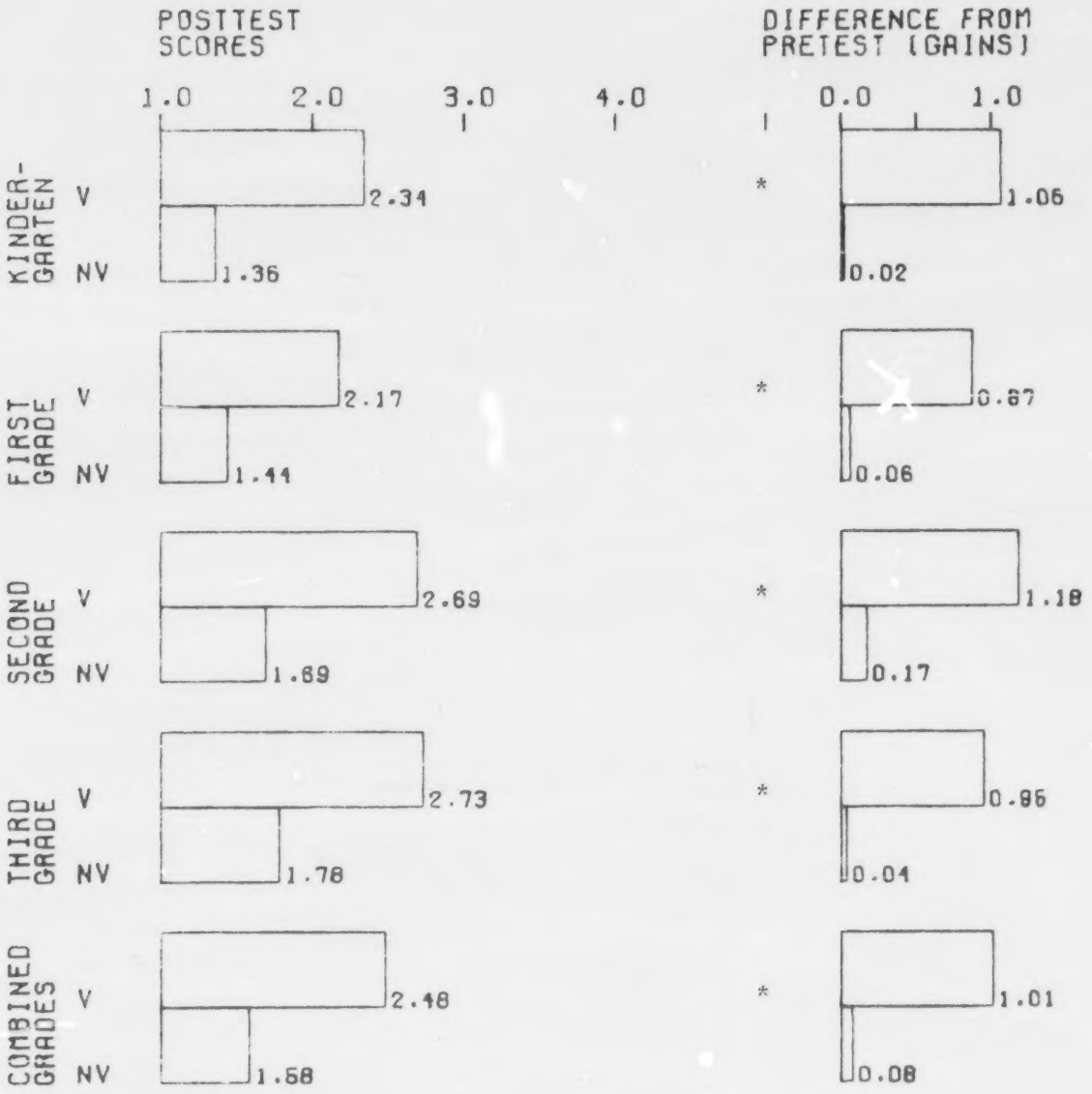
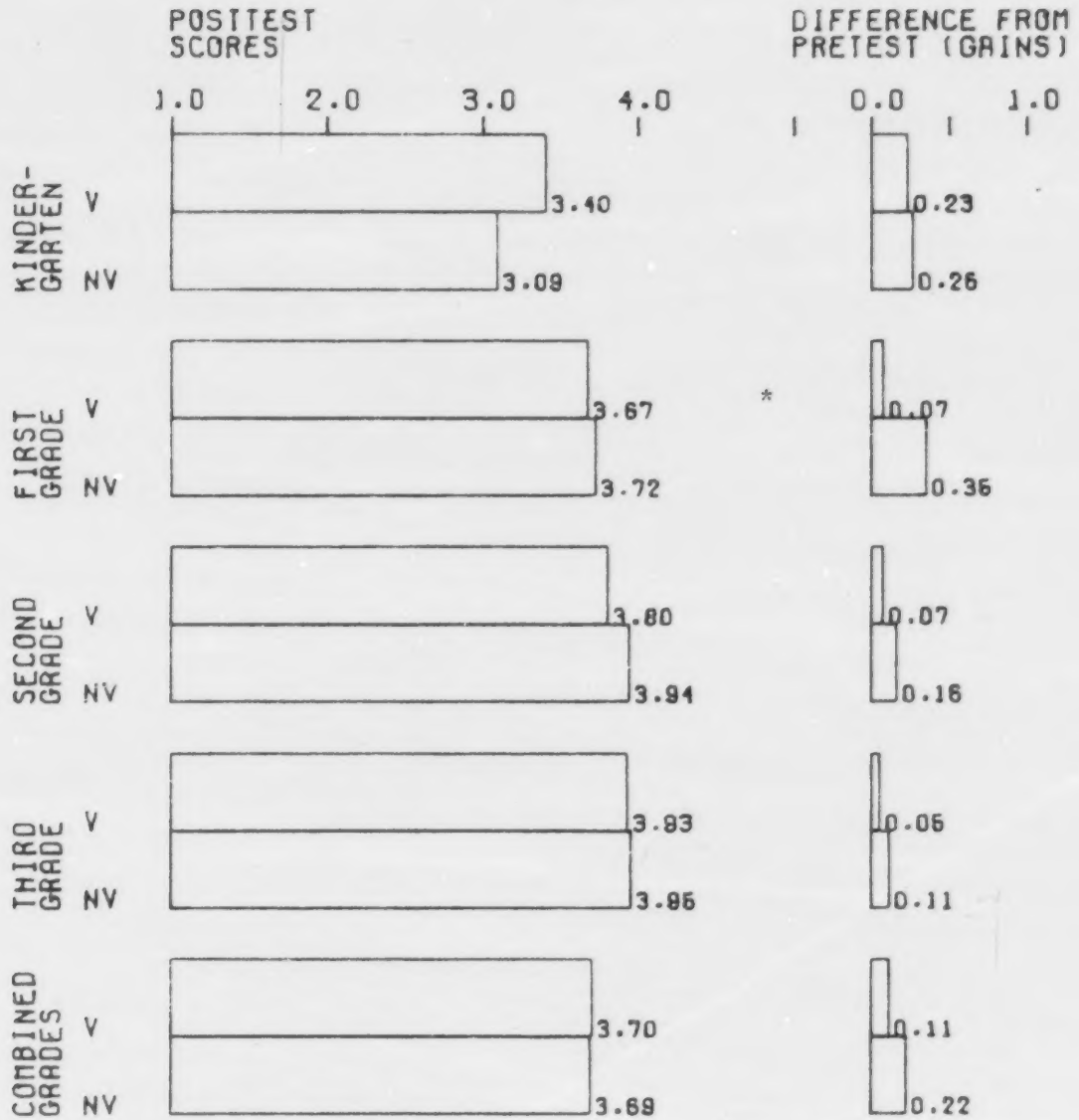


FIGURE 12

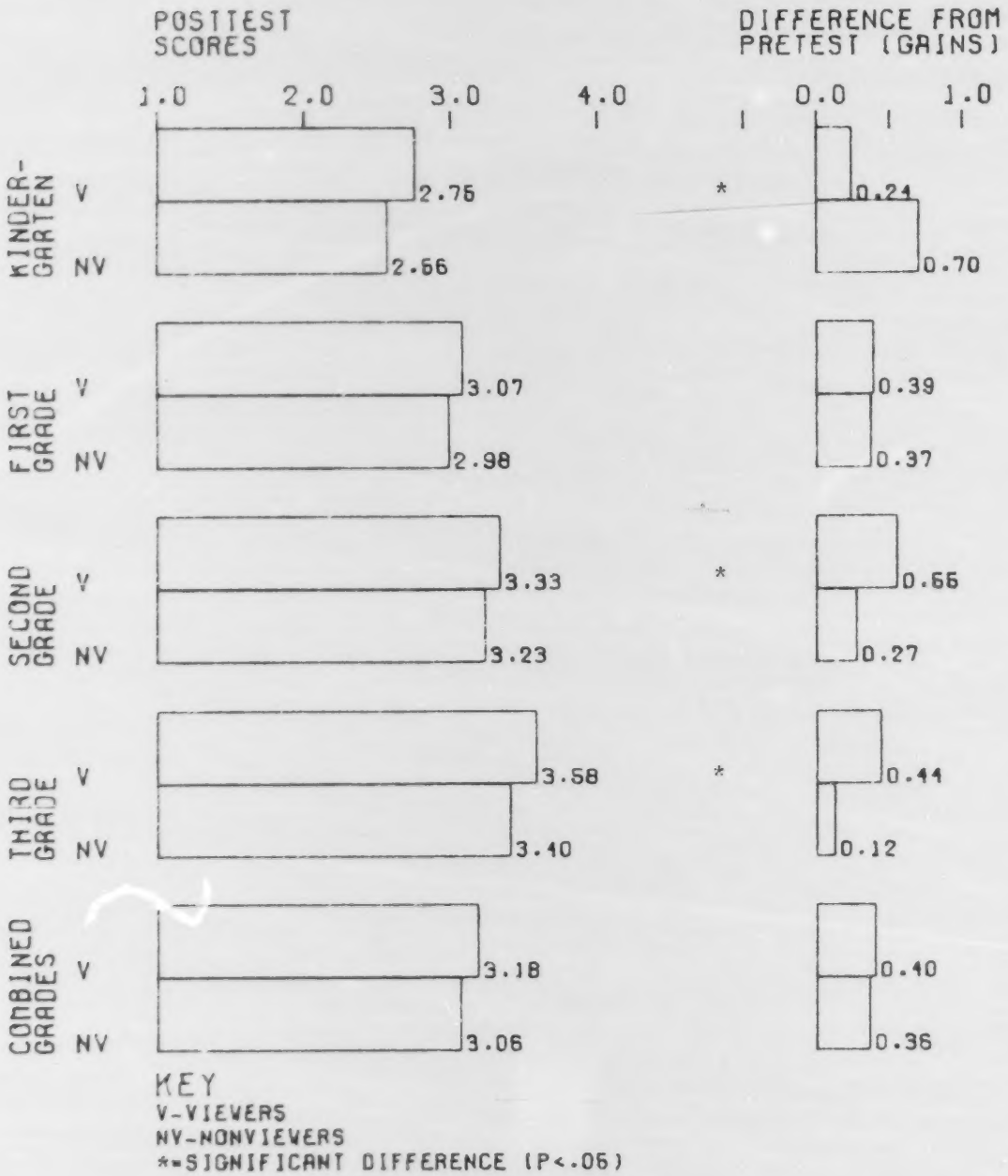
AVERAGE ENGLISH SCORES IN SELF CONCEPT
OF SITES COMBINED



KEY
V-VIEVERS
NV-NONVIEVERS
*-SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 13

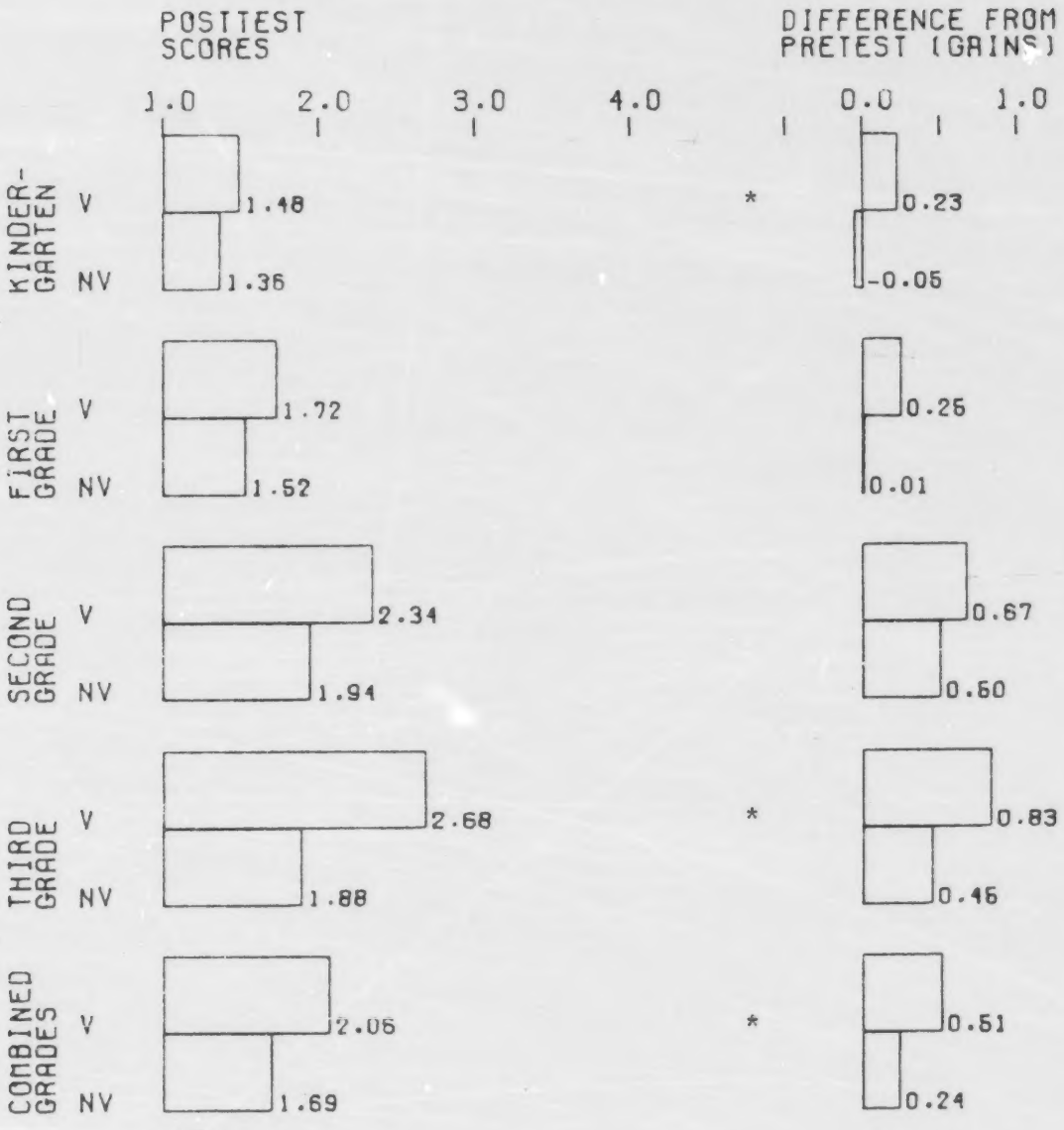
AVERAGE ENGLISH SCORES IN LANGUAGE SKILLS
OF SITES COMBINED



KEY
V-VIEVERS
NV-NONVIEVERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 14

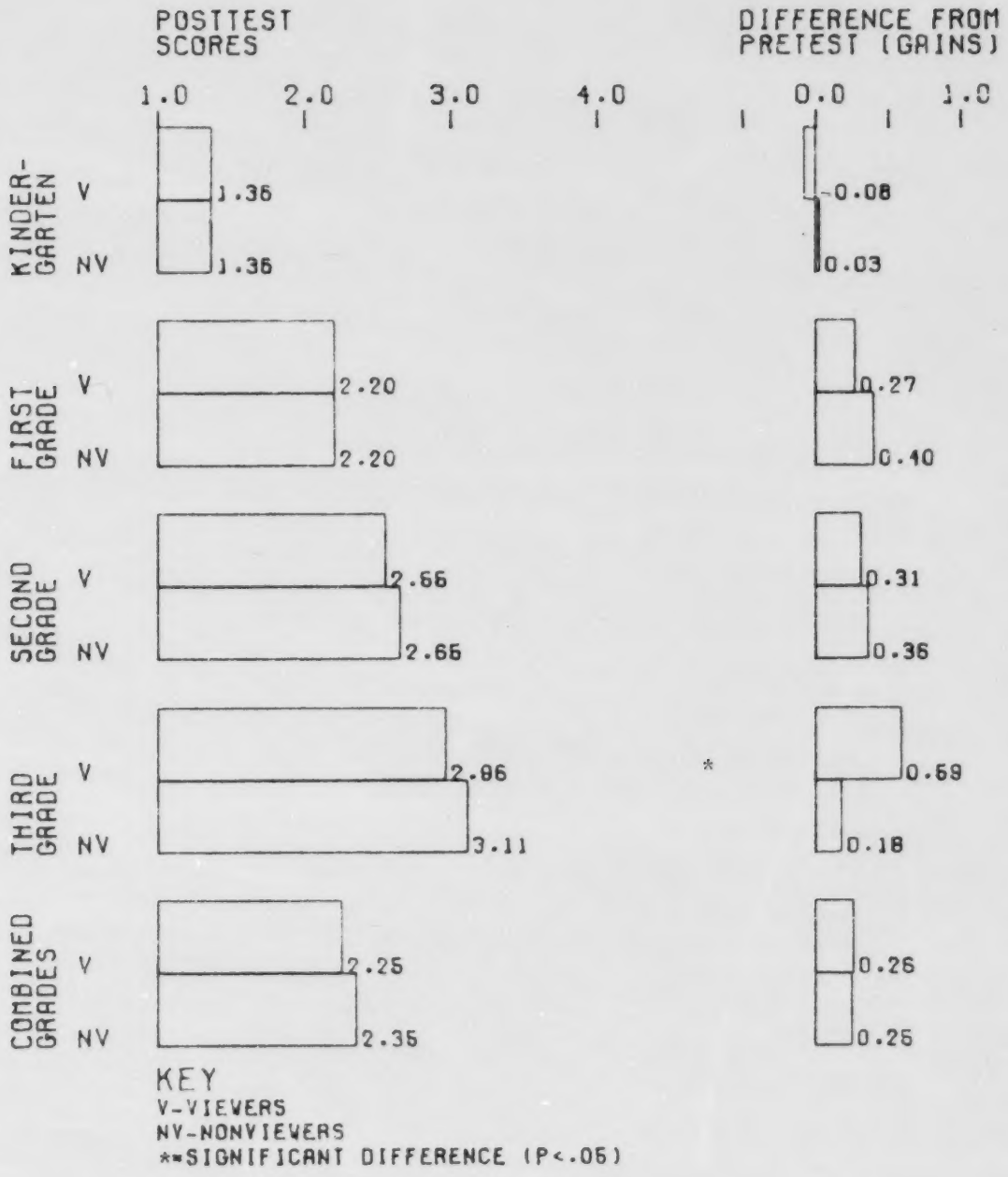
AVERAGE ENGLISH SCORES IN SCIENCE OF SITES COMBINED



KEY
V-VIEWERS
NV-NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 15

AVERAGE ENGLISH SCORES IN MATH
OF SITES COMBINED



KEY
V-VIEWERS
NV-NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

objectives to be produced on television.

Effects of the Series in Terms of Language Usage

Language scores were determined for each subject on the basis of the Spanish and English interviews. Responses to each item on the pre and posttest were scored as follows: a response in the same language as the test interview (weighted as a "4"), a response mixing Spanish and English (weighted as a "3"), a response in the "opposite" language of the test interview (weighted as a "2"), and no response (weighted as a "1"). Questions which would be answered with no verbal response were eliminated from the analysis. Therefore, five questions in the Spanish instrument and six questions in the English instrument were not included in the analysis of the language scores.

An average of language scores was computed for each child for the pre and posttests in each language. Figures 16 and 17 report the average posttest scores for Austin and Seguin for each grade level, as well as for the combined grades. Gain scores were obtained by subtracting the average pretest scores from the average posttest scores and are also reported in the figures.

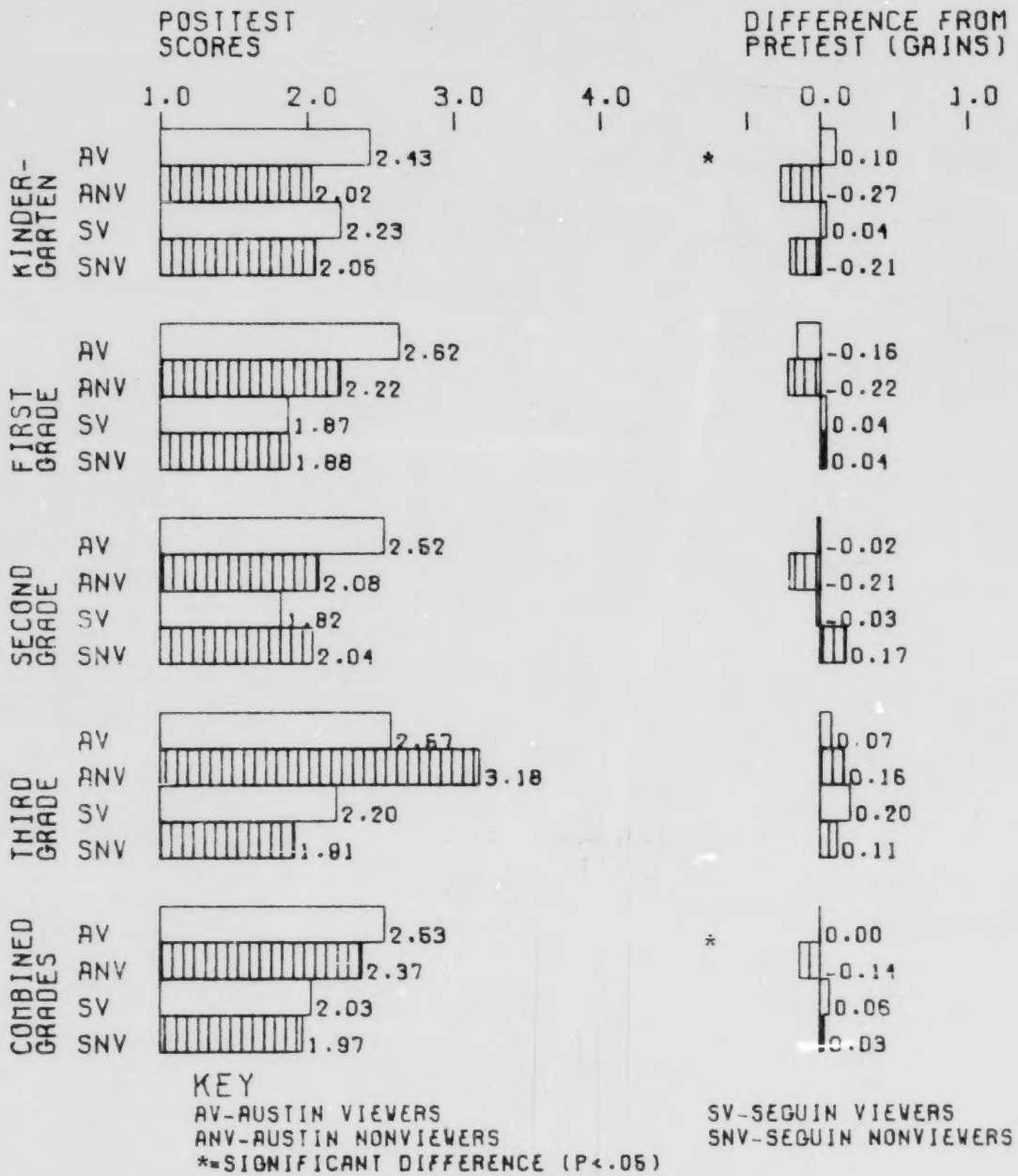
In the Spanish interview, only kindergarten viewers in Austin made significant gains ($p<.01$) over nonviewers when gain scores were compared. This could very well have influenced the significant gains made by Austin viewers of the combined grades ($p<.04$) when compared with the nonviewers. There were no significant differences between Austin viewers and nonviewers in the first, second, and third grades. In Seguin, no gains in the Spanish interviews were significant between pre and posttest of viewers and nonviewers for any of the grade levels or the combined grades.

Responses of Austin viewers in the English interviews did not indicate significant gains over nonviewers in any grade level or the combined grades. However, in Seguin, viewers made significant gains over nonviewers on the English interview in kindergarten ($p<.01$), first grade ($p<.01$), and the combined grades ($p<.01$). Nonviewers in Seguin made significant gains over viewers in second grade ($p<.03$) and third grade ($p<.01$).

It should be noted that in comparing the Austin group of viewers and nonviewers with the Seguin viewers and nonviewers, there was a significant difference between the two groups on the Spanish scores. When language was scored on the Spanish interview, Austin scores were higher than Seguin scores, but the gains made by Seguin subjects

FIGURE 16

AVERAGE SPANISH LANGUAGE USAGE SCORES
BY SITES

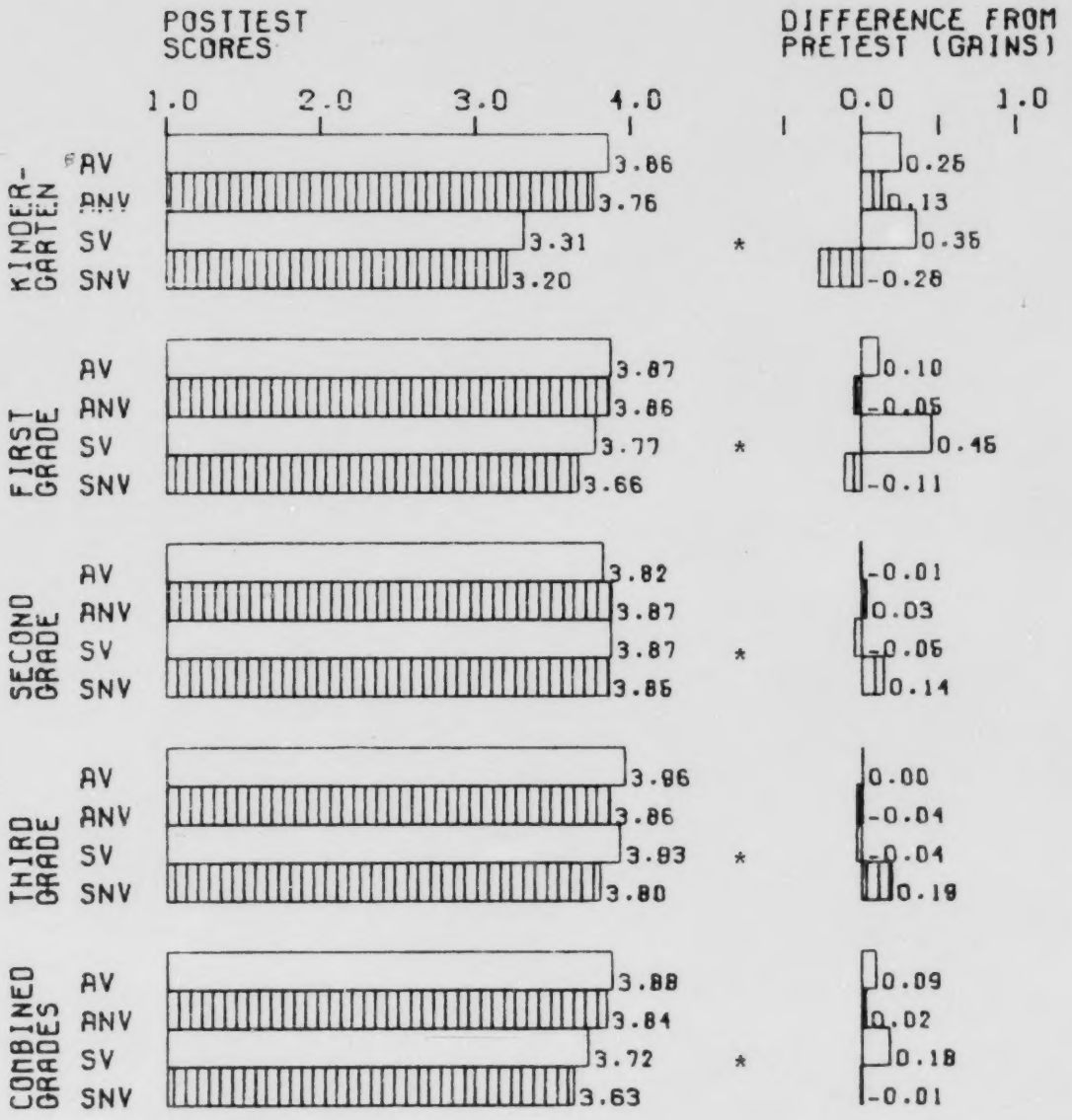


KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEGUIN VIEWERS
SNV-SEGUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 17

AVERAGE ENGLISH LANGUAGE USAGE SCORES BY SITES



KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEQUIN VIEWERS
SNV-SEQUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

were significantly higher ($p<.02$) than those made by Austin subjects. When the sites were combined and viewers compared to nonviewers, viewer subjects showed no significant gains over nonviewers in the Spanish interview.

When English responses were compared, there was no difference when Austin subjects were compared to Seguin subjects. However, when the sites were combined and viewers and nonviewers compared, viewers made statistically significantly greater gains ($p<.01$) than did the nonviewers.

One could possibly conclude that viewing of CARRAS-COLENDAS contributed to greater fluency in English of viewer subjects although no significant difference was observed in Spanish fluency. Seguin subjects, however, did make significant gains in Spanish when compared to Austin subjects, and this could very well have been the result of viewing the series. It should again be mentioned that Seguin subjects viewed the series for the first time whereas Austin children had viewed the series regularly for four years.

Since average scores on language do not fully indicate how often the subjects tended to speak in the language of the interview, a frequency score was computed. Tables 6 and 7 illustrate the number of response made in each of the four weighted categories on the Spanish and English interviews. The number of viewers and nonviewers from each site in each grade level and the combined grades is indicated, as well as the total number of responses possible for each group (19 language scores were possible for each subject on the Spanish interview, and 23 language scores were possible for each subject on the English interview.) For each of the four weighted categories ("4" - interview language, "3" - mixed Spanish and English response, "2" - "opposite" language, "1" - no response), two scores are listed: the number of responses in the specified category on the pretest, and the number of responses on the posttest in that category. The difference between viewers and nonviewers on the pretest, and the posttest were then submitted to a chi-square analysis, and statistically significant gains ($p<.05$) are indicated with asterisks.

Table 6 lists the number of responses in the Spanish interview for each of the weighted categories. Examination of the table reveals that when children were tested in Spanish, they tended to respond in Spanish, or they made no verbal response whatsoever. There were very few responses which included a mixture of Spanish and English. On the posttest, viewers generally tended to respond more often in the interview language when compared to nonviewers. Exceptions were in the Austin third grade and Seguin first and second grades. Nonviewer responses exceeded viewer responses in English on the Spanish interview except in

TABLE 6

LANGUAGE SCORES IN SPANISH BY DIET

Number of Responses According to Weighted Categories*

				"4" SPANISH		"3" MIXED		"2" ENGLISH		"1" NO RESPONSE	
		NUMBER OF SUBJECTS	TOTAL POSSIBLE RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES
KINDERGARTEN	AV**	29	551	155	200*	21	17*	225	152*	150	182
	ANV	28	532	156	107	10	6	200	210	166	209
	SV	30	570	172	176*	17	10	129	152	252*	232
	SNV	25	475	143	115	13	5	142	144	177	211
FIRST GRADE	AV	29	551	278*	257*	11	20	127*	83*	135	191
	ANV	27	513	170	139	17	9	193	189	133	176
	SV	25	475	70	62	10	7	165*	215	230	191
	SNV	29	551	71	79	7	5	237	240	236	227
SECOND GRADE	AV	28	532	210*	215*	19	19*	148*	124*	155	174
	ANV	29	551	150	122	20	6	220	217	161	206
	SV	28	532	75	59*	3	7*	220	243	234	223*
	SNV	30	570	85	87	7	24	227	284	251	175

TABLE 6 (continued)

		NUMBER OF SUBJECTS	TOTAL POSSIBLE RESPONSES	"4" SPANISH		"3" MIXED		"2" ENGLISH		"1" NO RESPONSE	
				NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES
THIRD GRADE	AV	28	551	214 *	240 *	14	11	157 *	124 *	166	178 *
	ANV	29	551	340	373	15	10	63	60	133	108
	SV	28	532	84	139 *	3	5	276 *	217 *	169 *	172
	SNV	26	532	76	63	0	1	200	294	256	174
COMBINED GRADES	AV	115	2185	857	912 *	65	57 *	657	481 *	606	725
	ANV	113	2147	816	741	62	31	676	676	593	699
	SV	111	2109	401	435 *	33	29	790	827 *	885	818
	SNV	112	2128	375	344	27	35	808	962	920	787

+ = Each subject was scored on 19 possible responses on the Spanish interview.

++ = AV = Austin Viewers, ANV = Austin Nonviewers, SV = Seguin Viewers, SNV = Seguin Nonviewers.

* = Significant difference ($p<.05$).

TABLE 7

LANGUAGE SCORES IN ENGLISH BY GRADE

Number of Responses According to Weighted Categories*

		NUMBER OF SUBJECTS	TOTAL POSSIBLE RESPONSES	"4" ENGLISH		"3" MIXED		"2" SPANISH		"1" NO RESPONSE	
				NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES	NUMBER OF PRETEST RESPONSES	NUMBER OF POSTTEST RESPONSES
KINDERGARTEN	AV**	28	667	576	635	0	0	15*	2	76	30*
	ANV	26	644	564	592	0	0	3	1	77*	51
	SV	30	690	441	521*	6	0	15*	27*	228*	142
	SNV	25	575	473	420	0	0	3	3	99	152
FIRST GRADE	AV	29	667	614	638	0	0	4	1	49*	28
	ANV	27	621	602	592	0	0	2	1	17*	28
	SV	25	575	439*	530	5	0	4	0	127*	45*
	SNV	29	667	616	592	0	0	1	0	50	75
SECOND GRADE	AV	28	644	606	603	0	0	4	3	34	38
	ANV	29	667	630	637	1	0	1	0	35	30
	SV	28	644	626	616	0	0	0	0	18*	28
	SNV	30	690	621	655	1	0	0	0	68	35

TABLE 7 (continued)

		NUMBER OF SUBJECTS	TOTAL POSSIBLE RESPONSES	"4" ENGLISH: NUMBER OF PRETEST RESPONSES	"4" ENGLISH: NUMBER OF POSTTEST RESPONSES	"3" MIXED: NUMBER OF PRETEST RESPONSES	"3" MIXED: NUMBER OF POSTTEST RESPONSES	"2" SPANISH: NUMBER OF PRETEST RESPONSES	"2" SPANISH: NUMBER OF POSTTEST RESPONSES	"1" NO RESPONSE: NUMBER OF PRETEST RESPONSES	"1" NO RESPONSE: NUMBER OF POSTTEST RESPONSES
THIRD GRADE	AV	29	667	656	657	0	3	0	0	9 *	7 *
	ANV	19	437	414	423	1	0	1	2	21	10
	SV	28	644	638 *	630	0	0	1	0	6 *	13 *
	SNV	28	644	559	601	0	0	0	0	84 *	44 *
COMBINED GRADES	AV	116	2645	2454	2533	0	3	23 *	8	168 *	101 *
	ANV	113	2589	2440	2456	1	0	6	4	150	139
	SV	111	2553	2244	2297	11 *	0	20 *	27 *	379 *	228 *
	SNV	112	2576	2269	2268	1	0	4	3	301	306

+ = Each subject was scored on 23 possible responses on the English interview.

++ = AV = Austin Viewers, ANV = Austin Nonviewers, SV = Seguin Viewers, SNV = Seguin Nonviewers.

* = Significant difference ($p < .05$).

the Austin third grade and Seguin kindergarten.

It is of interest to note that in Seguin, more kindergarten subjects responded in the interview language than first, second, and third grade subjects. As mentioned earlier in the chapter, none of the Seguin classes have bilingual instruction, and there is a higher percentage of Mexican-American children in kindergarten than in the other grades. It is evident that when children enter school at the kindergarten level, they are more apt to respond in Spanish than do children who have been exposed to a monolingual English curriculum.

In Table 7, responses to the English interview are recorded. At a glance, it is obvious that children most often responded in the interview language or not at all. There were very few instances when responses in the English interview were elicited in Spanish or a mixture of Spanish and English. Also, in every case, there were fewer children who did not respond to questions in the English interview than in the Spanish interview. On the posttest, viewer responses exceeded nonviewer responses in the interview language except in the Austin second grade and Seguin first and second grades.

Significant difference in responses of viewers when compared to nonviewers are reported in Tables 6 and 7 by asterisks. When differences on the pretest were not significant, significant differences on posttest scores are highly important. On the Spanish interview, kindergarten viewers in Austin ($p<.01$) and Seguin ($p<.01$) and third grade viewers from Seguin ($p<.01$) made significant gains over nonviewers in the posttest when pretest scores were not significant on responses in the interview language. On the English interview, when pretest scores were not significant in the interview language, only Seguin kindergarten ($p<.01$) significantly exceeded nonviewers.

In summary, one can state that viewers generally exceeded nonviewers in terms of language usage both in Spanish and in English. However, average and frequency scores show that more responses were elicited in English than in Spanish during the interviews. This would tend to indicate that children are more comfortable speaking in English than in Spanish since a higher percentage of their responses are in English when compared to Spanish.

SECTION III

TEACHER DIARY: PROGRAM EVALUATIONS

The Teacher Diary elicited comments from teachers on each of the thirty programs of the series. Respondents in past evaluations had provided valuable information which had been distributed to curriculum and production staffs during the production process. This year, however, since input into the production process was no longer needed, the Teacher Diary was used to assess the impact of each program on the audience, as well as to gauge the use of the Teacher Guide and the visual materials which had been made available to the teachers through the Education Service Center.

Procedures

The booklet designed in past evaluations had facilitated teacher responses, and a similar booklet was designed for the fourth year evaluation. The booklet again had an introductory letter to the teacher explaining the method to be used for completion of each page in the booklet, a general information sheet describing class features, rating pages for the thirty programs, and a general remarks page.

The general information sheet (see Figure 18) was completed by a member of the evaluation staff and site characteristics are subsequently discussed.

Information regarding each program in the series was obtained by three methods (see Figure 19):

1. Six rating scales for evaluating each program;

2. Four yes-no questions regarding class activities and Teacher Guide usage; and,

3. Space for specific comments regarding features in the series and/or pupil reactions.

All booklets were given an identification number which was reproduced on all pages. Sheets were perforated to allow for return of the teachers' comments every two weeks. A return envelope was provided on every sixth page. This method helped to speed data compilation of responses from both sites.

FIGURE 18

TEACHER DIARY GENERAL INFORMATION SHEET

Please fill in the blanks below.

Name _____ Social Security # _____

Address _____

School Name _____

Principal's Name _____

School Address _____

Grade Level _____ Number of Children in Class _____

What is the ethnic composition of your class? (Approximate %)

___% Mexican-American ___% Black ___% Other
___% Anglo ___% Indian 100% TOTAL

What percentage of the pupils viewing the program with you speak:

SPANISH	ENGLISH
___% Fluently	___% Fluently
___% Moderately	___% Moderately
___% Limitedly	___% Limitedly
___% Comprehend only	___% Comprehend only
___% None	___% None
100% TOTAL	100% TOTAL

Do you speak Spanish?

___ Fluently
___ Moderately
___ Limitedly
___ No Spanish

How did you learn Spanish?

___ Native speaker only
___ Native speaker plus sch
___ School
___ Self taught
___ Do not speak Spanish

Do you have a teacher aide (or team teacher) who speaks Spanish?

___ No aide
___ Aide who does not speak Spanish
___ Aide who speaks Spanish

What is the extent of Spanish instruction in your school? (Please be specific.)

___ Number of days ___ Number of hours

_____

Has your class ever viewed a television series in class before? ___ Yes ___

Which one: _____

Are you viewing CARRASCOLENDAS in color? ___ Yes ___ No

Do you have a Teacher Guide? ___ Yes ___ No

Please write a brief description of the situation in which you view CARRASCOLENDAS- how often viewed, at what hour, and under what conditions (type of room, number viewing, etc. Use back of sheet if additional space is needed.). _____

_____

FIGURE 13

PROGRAM RATING SHEET

PROGRAM # _____

Please give ratings by placing one check on each of the following scales:

1. THE PROGRAM FACILITATED LEARNING ACTIVITIES:

very well ___: ___: ___: ___: ___: ___: ___ not at all

2. RELATIVE TO OTHER PROGRAMS IN THE SERIES, THIS PROGRAM WAS:

better ___: ___: ___: ___: ___: ___: ___ poorer

3. RELATIVE TO THE CLASS LEVEL, THE PROGRAM CONTENT WAS:

very appropriate ___: ___: ___: ___: ___: ___: ___ inappropriate

4. RELATIVE TO CLASS UNDERSTANDING, THE LANGUAGE LEVEL WAS:

very appropriate ___: ___: ___: ___: ___: ___: ___ inappropriate

5. THE CHILDREN'S VERBAL PARTICIPATION WHEN PROMPTED BY THE PROGRAM WAS:

high ___: ___: ___: ___: ___: ___: ___ low

6. THE PROGRAM HELD THE CHILDREN'S INTEREST:

very well ___: ___: ___: ___: ___: ___: ___ not at all

7. DID YOU CONDUCT CLASS ACTIVITIES BEFORE WATCHING CARRASCOLENDAS?

____ Yes ____ No

8. DID YOU REINFORCE PORTIONS OF THE PROGRAM AFTER WATCHING IT?

____ Yes ____ No

9. DID YOU USE THE TEACHER GUIDE TO HELP YOU WITH CLASS ACTIVITIES?

____ Yes ____ No

10. DID YOU USE SOME OF THE VISUAL AIDS THAT COME WITH THE TEACHER GUIDE?

____ Yes ____ No

Please comment on specific features of this program and the responses to them in your classroom. Please begin each comment on a new line and number your remarks.

*** Did you put the Program # at the top of the page? ***

Since the Teacher Diary did demand extra time from the teacher, a small stipend was paid to the participants. All teachers were provided with a Teacher Guide for use in the classroom, as well as a packet of visual aids.

Site Characteristics

Responses to the Teacher Diary included comments from four teachers in Austin and four teachers in Seguin. One teacher from each of the four grade levels (kindergarten, first, second, and third grades) responded at each site.

The general characteristics of the classes viewing CARRASCOLENDAS are discussed according to site.

Austin

1. Average number of children per class: 22

2. Ethnic composition of classes:

   94% Mexican-American
   5 Anglo
   1 Black

3. Fluency in Spanish of pupils viewing the series:

   24% Fluent
   56 Moderate
   0 Limited
   15 Comprehend only
   5 None

   Fluency in English of pupils viewing the series:

   86% Fluent
   8 Moderate
   6 Limited
   0 Comprehend only
   0 None

4. Spanish fluency of teacher and teacher aides:

   Two teachers (second and third grade) knew no Spanish. The first grade teacher spoke moderate Spanish, and the kindergarten teacher was a native speaker of Spanish who had also studied it in school and spoke it fluently.
   All teachers had aides who could speak Spanish.

5. Extent of Spanish instruction in the school:

Second and third grade classes had no Spanish instruction. Approximately one hour of daily instruction was conducted in Spanish in the first grade and all classroom instructions were given bilingually in kindergarten.

6. Viewing of other television series:

All classes had viewed other television series previously. The Electric Company was viewed regularly by second and third grades, and the first grade viewed programs on art and singing. All classes, except kindergarten, had viewed CARRASCOLENDAS programs in previous years.

7. Viewing conditions:

Each classroom had its own black and white television set. A maximun of 30 children viewed each set.

Seguin

1. Average number of children per class: 26

2. Ethnic composition of classes:

48% Mexican-American
40 Anglo
11 Black

3. Fluency in Spanish of pupils viewing series:

25% Fluent
21 Moderate
27 Limited
5 Comprehend only
22 None

Fluency in English of pupils viewing the series:

82% Fluent
11 Moderate
4 Limited
0 Comprehend only
3 None

4. Spanish fluency of teacher and teacher aide:

The kindergarten and first grade teachers did not speak Spanish; the second grade teacher had a limited knowledge of Spanish which she'd learned in school; and, the

first grade teacher spoke Spanish moderately as a native speaker who had also studied it in school. The first, second, and third grades had no teacher aides, although the kindergarten class did have an aide who could speak Spanish.

5. Extent of Spanish instruction in the school:

The second and third grade classes had no Spanish instruction, but the kindergarten and first grade classes had at least one hour of daily instruction in Spanish.

6. Viewing of other television series:

None of the classes had ever viewed a television series in class before CARRASCOLENDAS.

7. Viewing conditions:

Each classroom had its own black and white television set. A maximum of 30 children viewed each set.

Results

Average Program Ratings

The ratings requested for each program were completed on six different scales. The six scales were rated on a semantic differential (seven point) continuum with positive ratings being on the lower end of the scale as follows:

THE PROGRAM FACILITATED LEARNING ACTIVITIES:

very well (1) __:___:___:___:___:___:___ (7) not at all

The six scales were used in three different random versions to avoid a format bias. One page was completed for each program by the teachers at both sites. Although ratings were to be obtained for all 30 programs, as previously mentioned, the first five programs of the series were not viewed by teachers or children in the experimental group. Therefore, no ratings were obtained for Programs One through Five. Program 23 was also not viewed by the teachers since it was shown on a Teacher Curriculum Day, and the children did not attend school on that day.

The analysis computed the average ratings of the eight teachers for all programs except for the first five programs and Program 23. Figures 20 - 25 illustrate the average ratings for each program on the six scales. Positive ratings are visible to the left of the figure, with the midpoint of the scale being 4.0.

FIGURE 20

AVERAGE PROGRAM RATINGS

FACILITATION OF LEARNING ACTIVITIES
FOURTH YEAR EVALUATION

PROGRAM NUMBER

RATING SCALE

THE PROGRAM FACILITATED LEARNING ACTIVITIES.

VERY WELL 1 2 3 MIDPOINT 4 NOT AT ALL 5...7

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.

FIGURE 21

AVERAGE PROGRAM RATINGS

COMPARISON WITH OTHER PROGRAMS
FOURTH YEAR EVALUATION

PROGRAM NUMBER	RATING SCALE

RELATIVE TO OTHER PROGRAMS IN THE SERIES, THE PROGRAM WAS:

BETTER			MIDPOINT	POORER
1	2	3	4	5...7

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
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30.

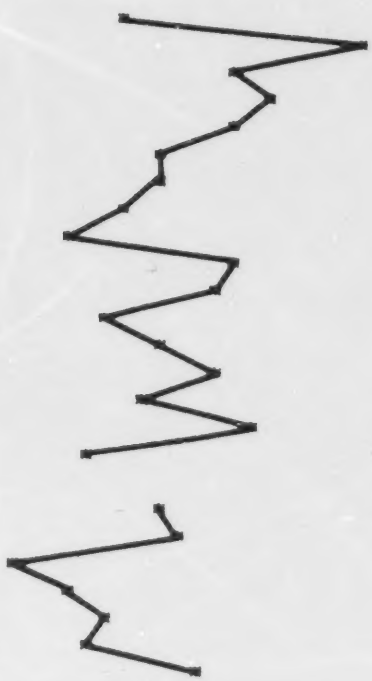

FIGURE 22

AVERAGE PROGRAM RATINGS

APPROPRIATENESS OF CONTENT
FOURTH YEAR EVALUATION

PROGRAM NUMBER

RATING SCALE

RELATIVE TO THE CLASS LEVEL, THE PROGRAM CONTENT WAS:

VERY APPROPRIATE 1 — 2 — 3 — MIDPOINT 4 — 5...7 INAPPROPRIATE

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.

FIGURE 23

AVERAGE PROGRAM RATINGS

APPROPRIATENESS OF LANGUAGE
FOURTH YEAR EVALUATION

PROGRAM NUMBER	RATING SCALE

RELATIVE TO CLASS UNDERSTANDING THE LANGUAGE LEVEL WAS.

VERY APPROPRIATE		MIDPOINT		INAPPROPRIATE
1	2	3	4	5...7

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.

FIGURE 24

AVERAGE PROGRAM RATINGS

VERBAL PARTICIPATION WHEN PROMPTED BY THE PROGRAM
FOURTH YEAR EVALUATION

PROGRAM NUMBER	RATING SCALE

THE CHILDREN'S VERBAL PARTICIPATION WHEN PROMPTED BY THE PROGRAM WAS:

HIGH			MIDPOINT	LOW
1	2	3	4	5...7

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
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23.
24.
25.
26.
27.
28.
29.
30.

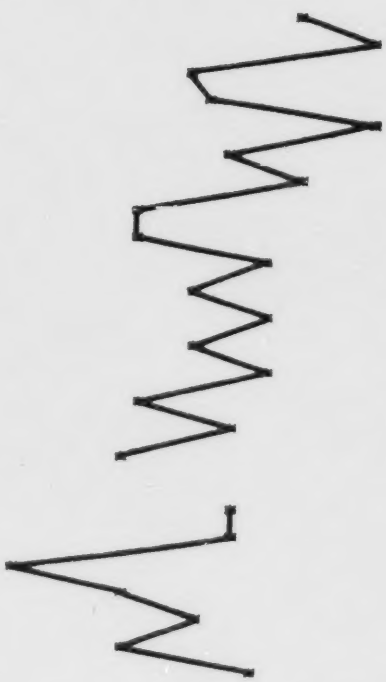

FIGURE 25

AVERAGE PROGRAM RATINGS

CHILDREN'S INTEREST
FOURTH YEAR EVALUATION

PROGRAM NUMBER

RATING SCALE

THE PROGRAM HELD THE CHILDREN'S INTEREST.

VERY WELL 1 2 3 MIDPOINT 4 NOT AT ALL 5...7

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.

As in previous evaluations, teachers tended to rate the programs on the positive end of the scale. No ratings fell below the midpoint for any program. Program 26 received the best ratings on all six scales, averaging 1.3, whereas Program 7 received the lowest ratings, averaging 3.1 on all six scales.

Classroom Activities and Teacher Guide Usage

On each rating sheet, teachers were also asked to note if they conducted any class activities pertaining to the program prior to viewing, and if any reinforcement of concepts presented in the series took place after viewing. Teachers also indicated use of the Teacher Guide and the visuals as aids toward class activities. Table 8 reports the percentage of teachers responding.

As can be seen from the table, the majority of the teachers did not conduct class activities prior to viewing the series. However, 79% did reinforce the concepts learned in the series after viewing. The Guide was used by 74% of the teachers, but only 52% used the visuals in connection with the Guide for conducting class activities.

Comments

Teachers were asked to comment on children's reactions, as well as their reactions, to different portions of each program. Since eight teachers completed the Teacher Diaries, all their comments were collated and are listed below for each of the programs viewed.

Teachers' remarks were occasionally paraphrased to express the opinion of more than one teacher, and the number making a similar comment is indicated in parentheses. The number of teachers commenting on each program is also indicated. The specific remarks are followed by a number of general comments pertaining to the series as a whole.

TABLE 8

CLASSROOM ACTIVITIES AND

TEACHER GUIDE USAGE

Program Number	Class Activity Prior To Viewing		Reinforce Program After Viewing		Use of Guide For Activity		Use Of Visual Aids	
	Yes	No	Yes	No	Yes	No	Yes	No
1								
2								
3								
4								
5								
6	25%	75%	100%	0	88%	13%	37%	63%
7	37	63	100	0	100	0	43	57
8	37	63	88	13	88	13	63	37
9	25	75	100	0	75	25	37	63
10	50	50	88	13	75	25	50	50
11	75	25	75	25	75	25	75	25
12	37	63	86	14	88	13	50	50
13	43	57	71	29	71	29	57	43
14	57	43	86	14	86	14	71	29
15	63	37	75	25	75	25	50	50
16	37	63	75	25	75	25	50	50
17	63	37	88	13	88	13	88	13
18	37	63	88	13	75	25	50	50
19	43	57	75	25	75	25	50	50
20	33	67	57	43	57	43	43	57
21	37	63	75	25	63	37	63	37
22	43	57	88	13	100	0	57	43
23								
24	33	67	60	40	67	33	33	67
25	37	63	63	37	63	37	50	50
26	29	71	86	14	57	43	43	57
27	43	57	71	29	57	43	43	57
28	50	50	75	25	63	37	63	37
29	25	75	63	37	63	37	37	63
30	14	86	57	43	57	43	43	57
TOTAL	41	59	79	21	74	26	52	48

Program 6 Number Responding - 7

1. Children paid particular attention to the film on Ricardo Montalban.(4)

2. "La Burrita" needs to be sung slower; "If You're Happy" also.

3. Enjoyed cooking segment and understood it (3), although one teacher commented that the segment lasted too long.

4. "The Pumpkins" was not understood by most students; lost interest in the segment, but enjoyed the song.

5. Animated portions held children's attention longest.

6. Responded well to vocabulary and "If You're Happy."

7. Much oral response to the marionette; very interested in Agapito.

Program 7 Number Responding - 7

1. "Thelma the Hippopotamus" was very applicable -- there was much response. (3)

2. Spanish speakers understand English segments, but Anglos don't understand Spanish segments, although they get a general idea from the characters' actions.

3. Responded well to "What's in a name" with Herman.(2)

4. Familiar with molcajete, but used dulces de calabaza instead of calabazates.

5. Teachers objected to rudeness and yelling evidenced in the enchilada segment of the restaurant. Children are being taught to be polite and should not be exposed to such bad manners, especially in public places (2).

6. Children did not enjoy the segment "The Restaurant."

7. Enjoyed reading portion and responded well when asked to repeat the riddle.

8. Film on clouds and wind was very effective.

9. Children loved ocho segment, although others already knew the concept.

Program 8 Number Responding - 8

1. Children really enjoyed "Los Viejitos". (4)
2. Loved "Copy Cats."
3. Herman segment was very interesting. (2)
4. Children were listless during the Self Concept portion on valentines; quiet during Agapito's show of affection although one pupil laughed. Others enjoyed the segment but were confused since Valentine's Day is so far away.
5. Most children were familiar with atole, but no one knew the words nido and nopal.
6. Learning a song or riddle enhances the children's interest.
7. This program was particularly enjoyed.
8. Loved the "Copy Cats;" the giant nest and egg were good.

Program 9 Number Responding - 5

1. Enjoyed Agapito and Herman segment. Children eagerly await their appearances.
2. Recognized words tapa and taza and responded to the picture of tomate without prompting.
3. Enjoyed "Happy Hats" very much.
4. Positive responses from "Andrew Kangaroo."
5. The "emotional self" segment was boring and too fast for children to understand.
6. The song on love was very good.
7. Children appear to be getting tired of "The Days of the Week."

Program 10 Number Responding - 7

1. Children identified with the mariachis; enjoyed it.
2. Sometimes segments go too fast for the children to understand.

3. Fascinated with the golf film on Chi Chi Rodriguez. (4)

4. Really enjoyed "The Pumpkins" segment (2); others were restless.

5. Great concepts are introduced in each program, but there is not enough follow-up in succeeding programs. The repition is desperately needed.

6. Everyone enjoyed the "Copy Cats" (2) and the English sound /z/ of "Rose" (2).

7. Children love Herman and pay close attention to him (2), but another class was bored and had a negative response to the segment.

8. Didn't understand the riddle el reloj but liked seeing Agapito on the big clock; they relate well to his segments.

9. The mercado scene brought much discussion.

Program 11 Number Responding - 4

1. Children didn't enjoy this program.

2. Class is beginning to sing "the Days of the Week" along with the program.

3. Enjoyed the "stand straight" chant, and loved the skating segment.

4. Children repeatedly use pata for pie even though they've been continuously corrected.

5. More repetition is needed.

6. Response to the "Copy Cats" was good.

Program 12 Number Responding - 7

1. Class sang "Days of the Week."

2. Children repeated "casa" and "cama" when flashed on the screen, but said "tail" intead of "cola." Others liked the "cola" segment.

3. Good repetition on "Follow Me." (4).

4. Children love Herman. (4).

5. This was a good program; children really liked it.

6. Teachers enjoyed the segment on "Love" more than the children.

7. Pupils liked "La Burrita." (2)

8. Good learning on the "Coat Shop."

9. Segment on costurera was too advanced for the primary children - class was restless. (2)

10. Since most children understand the Spanish vocabulary, it should be presented in English also for greater learning.

11. Children enjoyed the portions on Reading, the rhymes, and the segment on sewing.

12. Children liked the "cola" segment.

13. Class was restless during the "Follow Me" segment with Herman.

14. There was little attention by the end of the program.

Program 13 Number Responding - 8

1. Some of the children responded with sad expressions when looking at the characters faces. (2)

2. Class joined in the singing of "Mata Rile Rile Ro." (2)

3. Some of the vocabulary was not understood.

4. "Marcha de las letras" was very good reinforcement; children like it. (4)

5. Children do not respond to the Knock-Knock jokes; might be over their heads. (4)

6. Class is beginning to sing along during the program; repetition is very good.

7. This program encouraged good class activities.

8. Look at are two words being used a lot in class - enjoyed this segment. (3)

9. Class liked "Follow Me."

10. Children were attentive during the firefly segment, but not during "Sadness."

11. Beach scene on "rosa" was very funny; liked "ratón" also.

12. Most of the children could not understand the Spanish in "Getting Sick."

13. Songs are cute and easy for the children to learn.

14. All pupils appreciated the humor of the branch episode.

15. The segments on the different professions are very interesting to the children.

Program 14 Number Responding - 7

1. Follow up on doctor and medical terms was good; all pupils laughed. (5) Discussed feelings on getting a shot.

2. Children enjoyed "Follow Me." (2)

3. It would be nice to have some "straight" scenes. Almost all characters are not very realistic.

4. The dance was great; children are trying to do it.

5. Very good program.

6. Glad that "look at" was reinforced. (2)

7. Children liked "Hiding Spook."

8. Class sings along and enjoys the "Copy Cats" segments.

9. Bored with "Ricky the Rabbit" animation.

Program 15 Number Responding - 7

1. Some children responded with "medicina" when it was shown.

2. Very little response to Teacher segment (2); not a good segment - when a square was supposed to be cut, a circle was.

3. Liked the finger puppets "dedo."

4. "Thelma the Hippo" held interest well.

5. Responses to this program were not as spontaneous as for previous programs.

6. Class repeats the Reading riddle well; enjoy this portion of the program. (2)

7. Liked segment with Milly frightened by the mouse.

8. Enjoyed the portion on liquids, but not sure if understood by class; interesting approach.

9. English-speaking students were very interested.

Program 16 Number Responding - 8

1. Sang with "Copy Cats."

2. Enjoy "Mata Rile Rile Ro."

3. The "Teacher" segment showed the teacher as messy and disorganized. The children are taught neatness and organization, and the teacher serves as an example. (2)

4. The portion on liquids was good, and it was enjoyed. (2)

5. "Herman" segments are always relevant. (2)

6. All pupils identify with "Getting Sick," although one teacher did not like the exaggeration of pain.

7. Children enjoy the scenes with the mariachis.

8. Attentive during "Happy Hats."

Program 17 Number Responding - 8

1. There was some response to "vaso;" liked "vaca." The character in the glass was very well liked by the children.

2. Children enjoyed "Foot-Feet Race." (4)

3. Participation with the kangaroo was very good. (4)

4. Children can tell the hour although no work on the half hour has begun. Liked the clock segment; valuable.

5. Attentive during "El Ratón Vaquero."

6. Liked "el huevo" and enjoyed "Doña Blanca."

7. Children are responding more to questions asked by the television since they are more familiar with the program.

8. Some Spanish-speaking children are copying Spanish words to study and read at a later time.

9. "What Did Herman Do?" was good.

Program 18 Number responding - 7

1. Children were interested in the program, but verbal response was not good.

2. Class was interested in "Telling Time." (3)

3. This program held the children's interest better than preceding programs. (2)

4. The use of famous people enhances the children's interest. They loved the dance segment with Rita Moreno. (2)

5. The foot-feet song was very cute. Children need practice with this concept. (2)

6. Spanish-speaking pupils responded well to the riddles.

7. In the /f/ segments, the children called the "flor," rosa at first, and looked at the knees instead of the "falda."

Program 19 Number Responding - 7

1. The class repeated everything said during the conversation ¿Qué?

2. Children are having trouble with write-wrote. More reinforcement is needed.

3. Children enjoyed "Gato de Barrio."

4. The lesson on liquids and solids was good, as was foot-feet. (2)

5. Children were restless during the film "Love."

6. The repetition on the clock was good -- children are beginning to learn the hour.

7. Children get bored when characters act so silly.

8. Children never seem to understand the Knock-Knock jokes. (2)

9. The "What Did Herman Do?" segments are really great.

10. Juana screams too much.

Program 20 Number Responding - 5

1. The class thought Agapito was stupid for not putting the ice tray in the freezer. There was much discussion on how to make ice. Very interested in the science section of "Liquids, Solids, and Gases."

2. There is no need to be so messy and then not cleaning up during the "Liquids, Solids, and Gases" segments.

3. Class joined in the singing of "San Serafín," and they always enjoy the "Copy Cats."

4. Children always enjoy Herman.

5. Children are learning from watching the program and singing along.

6. Children enjoy "Mata Rile Rile Ro."

Program 21 Number Responding - 7

1. The class shouted 4:00 and 4:30 in English when they saw the clock. Very attentive.

2. The children didn't quite understand "Telling Time" in Spanish.

3. There was good participation in the "Copy Cats."

4. This was a good program for the children; they were never restless.

5. The children love the song "Follow, Follow Me." (3) One class said "under" instead of "through."

6. "La Burrita" is sung too fast. Even the Spanish-speaking children have trouble keeping up.

7. Children said, "Oh, good!" when they saw "La Burrita."

Program 22 Number Responsing - 6

1. Reinforcement of "Telling Time" in Spanish would be best if done for three consecutive times. The children are beginning to understand the concept.

2. The gorilla was a big hit.

3. The pie skit was a bit messy and amazed the children, but they laughed a great deal.

4. The children like Ricardo Montalban. There was much response to the film. (4) Like the horses.

5. The children enjoyed the program very much.

6. The best responses from the children came during those segments which were being repeated for the second time.

7. The children sing along with the "Copy Cats." A teacher used this segment as a means of trying to teach children to learn how to make their own judgements. (2)

8. The Knock-Knock jokes are too advanced even for the third graders. There is no response from the Spanish-speaking students. (2)

9. The children enjoy the "Follow Me" segments.

10. The "Gato de Barrio" was very cute.

Program 23

Was not viewed.

Program 24 Number Responding - 6

1. The Lotería segment was great. The children associate it with Bingo. However, the words used were a little difficult.

2. Pupils were not very interested in the repetition of the "Foot-Feet Race."

3. Children watched with interest but were not enthused about repeating.

4. The thumb segment was precious and the children loved it. (2) However, they talked too fast.

5. Even after all the emphasis on foot-feet, during a language lesson, some children said they had two foots.

6. Children did not seem to recognize the word "jarra."

7. The class enjoyed the hippo.

8. Children sang along with the hobos at the end of the show, but appeared bored the rest of the time.

Program 26 — Number Responding - 7

1. Los viejitos fascinated the children. (2) They kept wondering if they were really old men, how they could move so fast.

2. The children responded well to the "Foot-Feet Song."

3. They love "Thelma the Hippo."

4. Excellent program.

5. Children can not remember what each foot is doing.

6. The "Shoe Store" was enjoyed.

7. Chi Chi Rodriguez was great. (2)

8. "San Serafín" is a good song.

9. Children responded well to this program when prompted.

10. The class remembered small-smaller-smallest and understood it this time.

11. There is no reaction from either the English or Spanish-speaking children on the Knock-Knock jokes.

12. All the children in the class are writing down the words that flash on the television.

Program 27 — Number Responding - 5

1. The children really enjoyed this program. (2) Very appropriate. Good response.

2. Class enjoyed the "Boat Test" and sang along.

3. Could not tell if "cinco" meant fingers or five, or if "cepillo" was brush or powder.

4. A longer lesson on "Telling Time" would have been better.

5. Using the blocks to show the words is great. Children are learning to read them.

6. The clown feet segment holds the children's attention.

7. Children love the riddles and participate in them.

8. The circus and gorilla were a big hit.

9. Children liked "The Cobbler."

10. The class enjoys the big number; they like to guess what number it is.

Program 28 Number Responding - 8

1. "Copy Cats" is really liked. (3) Good participation.

2. This was a good program. (2)

3. Children are beginning to understand the segments that are being repeated.

4. Wish that Agapito would finish the Lotería game. Children are taught to finish what they start and to put things back where they belong.

5. The "Happy and Sad" segment was a good opportunity for further reinforcement of concepts taught in class.

6. The class tried to spell "niña" without looking at the television and while the blocks were being brought out. Others were bored with it.

7. Children have continued writing down the words they learn, both in English and Spanish.

8. Enjoyed "baño" and "Doña Blanca."

9. The self concept segment was good.

10. The class was attentive during the "Skating Lesson" and "Agapito's Identity."

Program 29 Number Responding - 5

1. When Herman said it was 2:30, the children said it was 1:30.
2. It is a good idea to show the children how to write the time.
3. The teacher did an oral boat test with the class, and they understood the difference between liquids and solids.
4. Children are able to sing the song "Playing Fireflies."
5. "Andrew Kangaroo" is well liked. (3)
6. The repetition is great.
7. The "Boat Song" is a big hit, but children began to lose interest when the characters were talking about liquids and solids.
8. Quick responses were elicited to "perro."
9. The math section was not relevant to the class.
10. The children sang along with the "Boat Song." Responses were spontaneous.

Program 30 Number Responding - 5

1. The children reacted well to "La Burrita."
2. The class enjoyed reading the "g" of gente, gigante, and gelatina. (2)
3. The program was very interesting. (2)
4. Children did very well on the "Boat Test" after the program.
5. Good response to the song about feelings. Children followed the directions closely.
6. This was the first time the class laughed and really enjoyed Thelma.

General Comments

Of the eight teachers completing the Teacher Diaries, only five had general comments to make regarding the series as a whole.

1. When Spanish words are spoken or shown, the English equivalent should also be said so that all the children will be able to understand.

2. The reinforcement presented was good.

3. Some of the words used during the "Lotería" segments were too difficult.

4. The variety used in the presentation of segments (animation, dramatic, film, etc.) was exceptionally good.

5. Songs added a great deal--they were "catchy" and provided learning.

6. Really enjoyed the series. (3)

7. Suggest teaching time on sequential days, and then beginning the reinforcement.

8. The dances and games were good.

9. The series provided an enriching and learning experience for both cultures.

10. Teachers wish the daily classroom schedule allowed for more time to drill and follow up on the Spanish language.

11. The series held the children's interest. They appeared to enjoy this year's series more than last year's.

12. The songs were sung too fast.

13. The characters in the series are too messy. The children are being taught to be neat.

14. Children did not understand the "Knock-Knock" jokes and did not enjoy the "Days of the Week."

15. Although some of the classes have a majority of English-speaking students who do not understand the Spanish segments, it is good for them to be exposed to the Spanish.

16. The series has improved 100%. Thoroughly satisfied with the programs.

17. The riddles seem to be too advanced for the primary children.

18. The series has motivated the children to learn more about the Mexican-American culture. It has brought an interest of a different nature to the children.

19. Many of the concepts presented in the series have served as reinforcement or as introductory areas.

Summary

Responses to the Teacher Diary from the teachers at both sites were very positive toward CARRASCOLENDAS. Ratings for all programs were always on the positive end of the scale (between 1 and 4), with Program 26 eliciting the best ratings on all six scales.

Most teachers tended to conduct class activities relating to CARRASCOLENDAS after viewing of the series rather than before viewing. Also, the Teacher Guide was used most of the time although the visual aids were used to a lesser degree.

General comments on a program-by-program basis, as in previous evaluations, continued to list songs as being popular with children, as well as being of instructional value. The segments of Knock-Knock jokes, however, were not appealing.

As a whole, the series was quite well received and considered to be an improvement over previous years' series.

S E C T I O N I V

TEACHERS' ATTITUDES

Teachers' opinions regarding bilingual education and the use of CARRASCOLENDAS in their classrooms have proved valuable in past evaluations. Their comments have aided in revision of production and curriculum techniques, but most specifically in the design of the Teacher Guide.

Procedures

Since the Education Service Center, Region XIII, conducts workshops throughout Texas, as well as within the region, the Teacher Attitude Survey was distributed to a sampling of the classrooms in Texas which were participating in Title VII bilingual curriculum programs. Questionnaires were mailed to principals in 35 Texas cities having Title VII programs in their schools.[1] The number of classrooms participating in the Title VII programs for each school was listed. Questionnaires for those classrooms were mailed in a packet to half of the schools mentioned.

Prior to mailing the questionnaires, letters were sent to the Bilingual Project Directors in Texas asking for their support and cooperation in having the questionnaires distributed by principals and completed by teachers.

Two weeks later, the questionnaire packet was mailed to principals. The packet contained a letter to the principal asking for distribution of the questionnaires among the teachers. A total of 700 surveys was distributed.

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[1] Guide to Title VII ESEA Bilingual Bicultural Projects in the United States, Dissemination Center for Bilingual Bicultural Education, Education Service Center, Austin, 1972-1973.

The questionnaire was similar to the ones used in previous evaluations. However, valuable input from various Education Service Center staff members provided new areas for eliciting further information. The format consisted of multiple choice questions designed to elicit information in the following areas:

1. description of pupils and teachers;
2. amount of Spanish instruction in the school;
3. viewing conditions and publicity;
4. supplementary activities conducted by the teacher relating to the content of the series;
5. usage of the Teacher Guide and participation in a CARRASCOLENDAS workshop;
6. teacher evaluations of content and presentation methods used in the series;
7. pupil reactions toward the series; and
8. effects of CARRASCOLENDAS.

Each questionnaire had an explanatory cover letter attached for the teacher. A follow-up mailing was sent to the principals a month after the initial mailing urging return of the questionnaires.

Results

By December 31, 106 questionnaires had been returned, 11 of which had insufficient data for coding purposes. In the responses listed below, questions have been grouped by topic for discussion purposes. A sample survey instrument is shown in Appendix D.

Description of Pupils and Teachers

Teachers were asked to specify the number of pupils who were in his/her class. Responses from the 95 teachers indicated that classrooms generally had an average of 28 pupils per class.

Grade Level or Position

Responses	Percentage of Responses N=95
Pre-Kindergarten	3%
Kindergarten	31
First	15
Second	21
Third	12
Fourth - Sixth	7
Seventh - Twelfth	4
Bilingual Director	0
Other	3
No response	4

What is the approximate percentage of the ethnic groups represented in your class?

Responses	Percentage of Responses N=95			
	Mexican-American	Black	Anglo	Other
0	1%	71%	53%	97%
1 - 15%	0	26	30	3
26 - 50	21	3	17	0
51 - 75	19	0	0	0
76 - 100	59	0	0	0

What percentage of the children in your class speak Spanish?

Responses	Percentage of Responses N=95
0	2%
1 - 25%	2
26 - 50	20
51 - 75	18
76 - 100	58

Almost one-third of the teachers responding taught kindergarten. Second grade, first grade, and third grade teachers responded in the order mentioned.

Over half of the teachers responding (56%) indicated that classes were composed primarily of Mexican-American children and most of those children were able to speak Spanish.

Amount of Spanish Instruction in Schools

Do you use a bilingual curriculum?

Responses	Percentage of Responses N=95
Yes, Title VII	63%
Yes, Title I	10
Yes, Local Funds	5
No	16
No response	6

How much daily instruction is conducted in Spanish in your calssroom?

Responses	Percentage of Responses N=95
½ hour	17%
1 hour	22
2 hours	11
3 hours	27
4 - 6 hours	12
No Spanish instruction except CARRASCOLENDAS	4
No Spanish instruction at all	5
No response	2

Are you required to have CARRASCOLENDAS viewed as part of the curriculum?

Responses	Percentage of Responses N=95
Yes	9%
No, but it is available	66
No, not available	25

Is viewing of CARRASCOLENDAS required of all students?

Responses	Percentage of Responses N=95
Yes	39%
No, Spanish-speakers only	1
No, entirely voluntary	36
No viewing at all	23
No response	1

If CARRASCOLENDAS were available on film and/or cassette tapes, would you be interested in using it?

Responses	Percentage of Responses N=95
Yes, prefer film	46%
Yes, prefer tapes	9
No, prefer television	38
No, do not want to use it	1
No response	6

Over three-fourths of the respondents indicated that they participated in a bilingual curriculum, and almost two-thirds of these were funded by Title VII.

Teachers most often indicated (27%) that three hours were spent daily in Spanish instruction. The next most often cited response (22%) showed that only one hour of Spanish instruction occurred daily. Over 90% of the respondents, however, indicated some Spanish used daily in classroom instructions.

Only 9% of the teachers were required to view CARRASCOLENDAS, and two-thirds mentioned that the series was available to them although not required.

Responses elicited also showed that when the series was viewed, all children were required to view in 39% of the cases and 36% indicated that viewing was entirely voluntary for the children.

Most teachers (46%) seem to prefer having the series available on film for use in the classroom, whereas 38% preferred television viewing.

Viewing Conditions and Publicity

How often does your class watch CARRASCOLENDAS?

Responses	Percentage of Responses N=95
Every program	36%
Twice a week	15
Once a week	20
Less than once a week	4
Never	25

Do you watch the program in color?

Responses	Percentage of Responses N=95
Yes	19%
No, black and white	57
Do not watch the program	23
No response	1

Is your television reception satisfactory?

Responses	Percentage of Responses N=95
Always	44%
Often	33
Rarely	3
Never	9
No response	11

Approximately how many students watch the same television set?

Average of Responses = 37

How did you hear about CARRASCOLENDAS?

Responses	Percentage of Responses N=95
Principal	7%
Other teachers	13
Bilingual project director	41
Regional Service Center	8
Other	18
Never heard of it	10
No response	3

Has there been any publicity regarding CARRASCOLENDAS in your area?

Responses	Percentage of Responses N=95
Yes, newspaper	21%
Yes, television and/or radio	20
Yes, national publication	1
Yes, Region XIII publication	14
None	38
No response	6

Did any of the children in your class view CARRASCOLENDAS during the preceding year?

Responses	Percentage of Responses N=95
Yes	54%
No	23
Don't know	23

If you have viewed the series previously, how do you compare the 1973 series with programs of previous years?

Responses	Percentage of Responses N=95
Better	29%
About the same	25
Not as good	8
Never saw a previous program	35
No response	3

Most of the respondents (36%) indicated that they viewed every program of the series, but one-fourth never viewed.

Viewing was generally on black and white television sets (57%), but 19% did view the series in color. Television reception was "always" or "often" satisfactory.

When asked the number of children watching the same television set, the average number of teachers' responses indicated that 37 children used the same set.

Teachers learned of the series most often from the bilingual project director in the area.

The majority of responses (38%) indicated that there had been no publicity regarding CARRASCOLENDAS in their area. The next largest number of responses cited publicity in newspapers (21%) and television and/or radio (20%).

Over half of the respondents knew that children in class had viewed the series the preceding year.

Teachers also rated the series as better (29%) than the one viewed the preceding year, although 25% felt that they were about the same. Only 8% felt that the fourth series viewed was not as good as the third.

Supplementary Activities

How well do you speak Spanish?

Responses	Percentage of Responses N=95
Fluently	53%
Moderately	20
Limitedly	20
English only	6
No response	1

Are class activities other than direct instruction conducted in Spanish or English?

Responses	Percentage of Responses N=95
Mostly in Spanish	8%
Mostly in English	36
About half and half	51
No activities	4
No response	1

Do you conduct any class activities about CARRAS-COLENDAS before or after viewing the program?

Responses	Percentage of Responses N=95
Always	4%
Often	35
Rarely	21
Never	25
No response	15
Before only	1%
After only	20
Some of both	29
Neither	23
No response	27

Usually, how do you explain the Spanish segments to non-Spanish-speaking students?

Responses	Percentage of Response N=95
You explain in English	37%
Aide or parent explains	3
Spanish-speaking student explains	0
No explanations are made	14
No non-Spanish speakers present	33
No response	13

More than half of the teachers responding could speak Spanish fluently with 20% indicating moderate, and 20% limited fluency.

Class activities are generally conducted half in Spanish and half in English (51%), although 36% responded that only English was used to conduct class activities.

Teachers often (35%) conduct class activities regarding CARRASCOLENDAS, and these are generally conducted before and after (29%) viewing of the program. Otherwise, activities tend to be conducted after (20%) the program has been seen.

Spanish segments are usually explained to non-Spanish-speakers by the teacher in English (37%). One-third of the responses, however, indicated no non-Spanish-speakers present in the class.

Teacher Guide Usage & Workshop Participation

How often do you use the Teacher's Guide?

Responses	Percentage of Responses N=95
Every program	11%
Most programs	11
Some programs	16
Never	9
Do not have one	49
No response	4

How useful is the Teacher's Guide?

Responses	Percentage of Responses N=95
Very useful	19%
Somewhat useful	21
Not too useful	2
Useless	1
Do not have one	53
No response	4

Are the Teacher's Guide suggested activities and related visuals useful?

Responses	Percentage of Responses N=95
Very useful	19%
Somewhat useful	20
Not too useful	2
Useless	0
Do not have one	54
No response	5

Is the sheet music of songs in the Teacher's Guide useful?

Responses	Percentage of Responses N=95
Very useful	17%
Somewhat useful	20
Not too useful	3
Useless	0
Do not have one	54
No response	6

Do you use the tapes of songs and games available from Region XIII?

Responses	Percentage of Responses N=95
Often	5%
Rarely	11
Never, knew about them but didn't order	7
Never, didn't know about them	72
No response	5

Did you participate in a CARRASCOLENDAS workshop?

Responses	Percentage of Responses N=95
Yes, it was very useful	4%
Yes, it was somewhat useful	1
Yes, it was not too useful	0
No, but would like to	74
No, not interested	15
No response	6

The majority (49%) of respondents did not have a Teacher Guide. However, of those who did 16% used it for some of the programs. It was used for every program by 11% and for most programs by 11% also.

Of the teachers who had a Guide, 21% responded that it was somewhat useful and 19% that it was very useful. Most felt that the program descriptions were very useful and that suggested activities and visuals were somewhat useful. Sheet music for songs was also considered somewhat useful by 20%.

The largest number of responses (72%) indicated that teachers did not know that tapes of songs and games were available from Region XIII. Of those teachers who had them, 11% used them rarely, and only 5% used them often.

Three-fourths of the teachers had not participated in a CARRASCOLENDAS workshop, but indicated that they would like to do so.

Teacher Evaluations of Content and Presentation Methods

Is the subject of CARRASCOLENDAS appropriate for your students?

Responses	Percentage of Responses N=95			
	MATH	SCIENCE	SPANISH	ENGLISH
Always	23%	20%	42%	36%
Often	41	43	33	35
Rarely	10	10	0	2
Never	4	3	3	3
No response	22	24	22	24

How valuable were the segments presenting Spanish letter/sound relationships?

Responses	Percentage of Responses N=95
Very valuable	41%
Somewhat valuable	32
A little valuable	6
Of no value	1
No response	20

Is the language level appropriate for your students' understanding?

Responses	Percentage of Responses N=95	
	Spanish	English
Always	41%	36%
Often	38	35
Rarely	1	3
Never	0	0
No response	20	26

Was the cultural content beneficial to your students?

Responses	Percentage of Responses N=95
Very much	53%
Somewhat	25
A little	3
Not at all	0
No response	19

Teachers rated the Spanish (42%) and English (36%) content of CARRASCOLENDAS as always appropriate for students and Math (41%) and Science (43%) as often appropriate.

The segments presenting letter/sound relationships in Spanish were considered very valuable (41%) and somewhat valuable (32%) by the majority of teachers.

Most respondents also rated the language segments as being always and often valuable in both Spanish and English, with Spanish segments rating higher positive use.

More than half of the teachers (53%) indicated that the cultural content of the series was very beneficial to students with one-fourth stating some benefit obtained from those segments.

Pupil Reactions Toward The Series

In general, how well do you think that your students like CARRASCOLENDAS?

Responses	Percentage of Responses N=95
Very much	56%
Moderately	24
A little	2
Not at all	0
No response	18

Do Spanish-speaking children engage in the Spanish and/or English audience-participation segments during the program?

Responses	Percentage of Responses N=95	
	Spanish	English
Most engage all of the time	41%	35%
Most engage some of the time	31	28
A few engage most of the time	3	3
A few engage some of the time	3	5
Little participation	0	1
None present	1	2
No response	21	26

Do English-speaking children engage in the Spanish and/or English audience-participation segment during the program?

Responses	Percentage of Responses N=95	
	Spanish	English
Most engage all of the time	23%	29%
Most engage some of the time	24	21
A few engage most of the time	5	2
A few engage some of the time	2	1
Little participation	2	1
None present	16	18
No response	28	28

Teachers (56%) felt that their students liked CARRASCOLENDAS very much and 24% felt that children liked it moderately.

The majority of responses indicated that Spanish-speaking children engaged in Spanish (41%) and English (35%) audience-participation segments all of the time. English-speaking children generally did not participate as much in the audience-participation segments as much as the Spanish-speaking children. They participated all of the time in Spanish (23%) and English (29%), and some of the time in Spanish (24%) and English (21%).

Effects of CARRASCOLENDAS

Do Mexican-American children speak Spanish at school more often after watching the program?

Responses	Percentage of Responses N=95
Yes, often	23%
Yes, somewhat	30
No, not at all	21
No Mexican-American children present	0
No response	26

Do the Mexican-American children in your class participate in class activities?

Responses	Percentage of Responses N=95
Very much	70%
Moderately	21
A little	0
Not at all	0
No Mexican-American children present	0
No response	9

In general, how would you rate the Mexican-American children's self esteem in your classroom?

Responses	Percentage of Responses N=95
High, proud of his Mexican-American heritage	43%
Medium, accepts his heritage	38
Low, embarrassed by his heritage	0
No awareness of difference between Mexican-American heritage and any other ethnic group	15
No Mexican-American children present	0
No response	4

Do you think that the Mexican-American children's self-esteem or pride may benefit from watching CARRASCOLENDAS?

Responses	Percentage of Responses N=95
Very much	55%
Moderately	19
A little	8
Not at all	1
No Mexican-American children present	0
No response	17

Are Mexican-American children willing to contribute experiences from their backgrounds during discussions pertraining to CARRASCOLENDAS?

Responses	Percentage of Responses N=95
Yes, often	35%
Yes, occasionally	39
No, never	3
No Mexican-American children present	0
No response	23

Have non-Spanish-speakers learned some Spanish after watching the program?

Responses	Percentage of Responses N=95
Some Spanish	24%
A little Spanish	21
No Spanish	1
No non-Spanish-speakers present	30
No response	24

Have children from other ethnic groups shown interest in learning more about Mexican culture after watching CARRASCOLENDAS?

Responses	Percentage of Responses N=95
Yes, often	13%
Yes, occasionally	23
No, never	4
No other ethnic group present	35
No response	25

Do non-Spanish-speaking students ask the Mexican-American children about CARRASCOLENDAS?

Responses	Percentage of Responses N=95
Yes, often	7%
Yes, occasionally	24
No, never	12
No non-Spanish-speakers present	32
No response	25

The majority of teachers responded that Mexican-American children tended to speak Spanish more often (23%) amd somewhat often (30%) after watching CARRASCOLENDAS. Only 21% did not note any difference.

Mexican-American children also tended to participate in class activities according to more than two-thirds of the respondents.

Most responses indicated that the Mexican-American children's self-esteem was high (43%), or medium (38%), and over half of the respondents felt that the children's self-esteem benefitted from viewing CARRASCOLENDAS very much.

Respondents also noted that Mexican-American children contribute experiences from their backgrounds often (35%) and occasionally (39%).

Non-Spanish-speakers learned some Spanish (24%) or a little Spanish (21%) after viewing the series.

Children from other ethnic groups have often (13%) and occasionally (23%) shown interest in learning more about Mexican-American customs.

About one-fourth of the non-Spanish-speakers ask the Mexican-American children about CARRASCOLENDAS.

The only open-ended question in the questionnaire was:

What do you think is the most significant effect of CARRASCOLENDAS on your audience?

Responses	Percentage of Responses N=118*
Teachers new words, riddles songs, and games (songs are great for teaching concepts)	14%
Helps the Mexican-American child identify with others and the Mexican culture	9
Improves child's self-esteem	9
Provides a "fun" method for reinforcement and learning	8
Children are eager to participate; series is enjoyable	7
Develops pride in the Spanish language and stresses correct usage	5
Children's Spanish is improved	3
Television as media helps the child feel his language and culture are accepted	2
Children become aware of different languages and sultures	2
Other comments	14
Do not view series	8
No response	19

Effects of CARRASCOLENDAS are indicated as educational and entertainment value, impoved self concept, cultural awareness and improved language use. There were a number of teachers who did not respond to the question (22) or who mentioned that CARRASCOLENDAS was not viewed at their school (10).

*Figures indicate the percent of the total number of responses where more than one response was accepted per respondent.

Summary

Overall responses to the Teacher Attitude Questionnaire were generally positive. The majority of teachers who responded taught kindergarten, and classes averaged 28 children. Most classes were composed of Mexican-American children who spoke Spanish.

Respondents usually participated in a bilingual curriculum funded by Title VII, and approximately three hours were spent daily in Spanish instruction.

Very few teachers were required to view the series, but two-thirds stated that CARRASCOLENDAS was available for viewing. When viewing, the entire class was usually required to view.

Teachers seem to prefer having CARRASCOLENDAS available on film for use in the classroom rather than on television.

Classes tended to view every program on black and white television sets having good reception. The number of children viewing the same set averaged 37. Information regarding the series had been obtained through bilingual project directors and only very little publicity regarding the series had been available. Respondents also indicated that most children had viewed the series previously and they rated the fourth year series as being better than preceding ones.

Most of the teachers responding could speak Spanish fluently and tended to conduct class activities half in Spanish and half in English. Activities related to CARRASCOLENDAS were usually conducted before and after viewing of the program and Spanish segments were explained in English to non-Spanish-speakers by the teacher.

The majority of respondents did not have a Teacher Guide, but those who did, considered it quite useful. They were usually not aware of the tapes of songs and games available from Region XIII, and those who had them, rarely used them. Most of the teachers also indicated that they had not attended a CARRASCOLENDAS workshop but were interested in doing so.

As a whole, teachers felt that the subject content and language level of the programs were appropriate for their pupils, and that the cultural content was beneficial. Children liked the series very much and engaged in audience participation segments. Mexican-American children tended to speak Spanish more and participate in classroom activities. Children felt positive about their cultural heritage and contributed experiences about their backgrounds in class.

Non-Spanish-speakers learned some Spanish, expressed interest in learning more about the Mexican-American culture and often asked Mexican-American children about CARRASCOLENDAS.

Effects of the series on the children as noted by the teachers were improved self esteem and additional educational reinforcement and teaching.

Responses from teachers during the fourth year evaluation were similar to those of prior evaluations by the Center for Communication Research.

S E C T I O N V

PARENTS' ATTITUDES

As in previous evaluations, parents' attitudes were assessed by means of a telephone survey. The questionnaire was designed to elicit the opinions of parents regarding bilingual education in the schools as well as toward the television program, CARRASCOLENDAS.

Procedures

The evaluation staff interviewed parents of children who were watching CARRASCOLENDAS in school as part of the experimental groups. Only parents of viewers in kindergarten, first, second, and third grades were selected for completion of the survey. A total of 120 names was available at each site, Austin and Seguin.

Two interviewers conducted the survey -- one in Austin and one in Seguin. Both interviewers were bilingual and could administer the survey in either English or Spanish depending on the preference of the person being interviewed.

The instrument provided possible response categories to every question in order to facilitate scoring procedures for the interviewer. A category marked "other" was provided with space for comments not included in the instrument. Comments were tallied and are mentioned where applicable.

Parents' attitudes were assessed through questions regarding the following:

1. opinions toward the use of Spanish and/or English;

2. opinions toward the school's role in the use of Spanish and English and teaching of Mexican-American culture;

3. opinions toward a bilingual television series, and possible viewing of CARRASCOLENDAS; and,

4. opinions toward CARRASCOLENDAS and its features if the parent had viewed one or more programs.

A sample instrument may be found in Appendix D.

Results

Of the original list of 240 names of parents of children who viewed CARRASCOLENDAS, only 145 surveys were completed. It was impossible to reach all parents by telephone, and many parents had more than one child involved in the project. Of the 145 respondents, 60 were from Austin, and 85 from Seguin.

Responses to the survey are listed by test site, as well as the combined responses. Questions are grouped by topic for purposes of discussion.

Use of Spanish and/or English

The first two questions of the survey obtained information regarding the language(s) used between parent and child(ren) and what language(s) the parent wanted his/her child(ren) to speak.

¿Habla en español o inglés con su(s) niño(s) en la casa?

(Do you speak Spanish or English to your child(ren) at home?)

Percentage of Responses

Response Categories	SITE AUSTIN N=60	SEGUIN N=85	TOTAL N=145
Spanish only	22%	14%	17%
English only	16	60	42
Both	62	26	41
Other	0	0	0

¿Qué idioma quiere que su(s) hijo(s) hable(n)?

(What language do you want your child(ren) to speak?)

Percentage of Responses

Response Categories	SITE AUSTIN N=60	SEGUIN N=85	TOTAL N=145
Spanish only	0	2%	1%
English only	9	40	28
Both; Spanish and English	87	42	61
As many as possible	2	11	7
Other	2	5	3

The majority of parents in Austin (62%) tended to speak Spanish and English to thier children, whereas the parents in Seguin (60%) generally spoke to their children in English. In observing the total responses, use of English was slightly higher than the use of both English and Spanish with children.

Austin parents also preferred that children learn to speak both Spanish and English. Use of both languages was also preferred in Seguin although use of English was preferred to almost the same extent. In the "other" category, Austin parents felt children should choose the languages they wanted to speak, and Seguin parents expressed a desire in having children speak German as well as English, and possibly Spanish.

School Role

The school's role in offering classes of Spanish and English and the teaching of Mexican-American customs was also assessed by asking parents what they felt should be done by the school in those areas.

¿Cree que es importante enseñar en español y en inglés en la escuela?

(Do you think schools should have classes in Spanish and English?)

Percentage of Responses

Response Categories	SITE AUSTIN N=60	SEGUIN N=85	TOTAL N=145
Spanish only	0%	0%	0%
English only	10	6	8
Both; Spanish and English	85	84	84
Other	5	10	8

¿Cree que es importante enseñar algo acerca de la cultura méxico-americana a su(s) hijo(s) en las clases?

(Do you think it is important to teach Mexican-American culture to children in school?)

Percentage of Responses

Response Categories	SITE AUSTIN N=60	SEGUIN N=85	TOTAL N=145
Yes	98%	85%	90%
No, at home	2	1	2
Not at all	0	14	8

Both sites were in agreement to almost the same extent in stating that schools should have classes in Spanish and English. No one felt that only Spanish should be taught although a few did state that only English should be taught (8%).

Parents (90%) also felt that the Mexican-American culture should be taught in the school. A few of the Seguin respondents were the only ones (8%) indicating that it should not be taught at all.

Bilingual Television and CARRASCOLENDAS Viewing

The importance of having a bilingual television series for primary school children, and children's and parents' viewing of CARRASCOLENDAS were assessed.

¿Cree que es importante tener un programa de televisión en español y en inglés para niños de escuelas primarias?

(Do you think it is important to have a television program in Spanish and English for primary school children?

Percentage of Responses

Response Categories	SITE AUSTIN N=60	SEGUIN N=85	TOTAL N=145
Yes, teaches Spanish	3%	33%	21%
Yes, teaches English	0	6	3
Yes, teaches Spanish and English	85	38	57
Yes, teaches cultural items	5	2	3
No, needs to learn English only	0	7	4
No, don't want them watching TV in school	0	1	1
Other	7	13	11

¿Tiene hijos que ven el programa CARRASCOLENDAS en la escuela o en la casa?

(Have your children ever seen the television program CARRASCOLENDAS at home or at school?)

Percentage of Responses

Response Categories	SITE AUSTIN N=60	SEGUIN N=85	TOTAL N=145
Yes, at home	0%	37%	21%
Yes, at school	28	7	16
Yes, at home and at school	72	35	50
Don't know	0	6	4
No	0	15	9

¿Ha visto usted CARRASCOLENDAS alguna vez? ¿Cuántas veces?

(Have you ever watched CARRASCOLENDAS? How often?)

Percentage of Responses

Response Categories	SITE AUSTIN N=60	SEGUIN N=85	TOTAL N=145
Yes, one time	3%	1%	2%
Yes, two or three times	23	25	24
Yes, many times	20	8	13
Yes, almost always	12	20	16
Yes, always	0	1	1
Heard it from another room	2	0	1
Other	0	0	0
No	40	45	43

Over half (52%) of the parents interviewed felt that a bilingual television series was important because it taught Spanish and English. However, most of those comments were elicited from Austin parents. In Seguin, 38% of the site sample thought it was important for the same reason, and 33% because it taught Spanish. Other responses indicated that parents did not know if such a series was important. Others felt it would help children "get along better."

Half of the respondents indicated that they knew their children viewed CARRASCOLENDAS both at home and at school. No Austin parent stated that children only viewed the series at home.

The majority of parents had viewed CARRASCOLENDAS one or more times although 43% of the total sample had never seen a program.

CARRASCOLENDAS and Its Features

Of the 145 parents completing the interview, only 83 had viewed one or more CARRASCOLENDAS programs. Therefore, only those respondents completed the entire questionnaire (36 from Austin and 47 from Seguin). Percentage on responses for the following were according to the revised number of respondents (N=83).

¿Ha hablado con su(s) hijo(s) acerca del programa CARRASCOLENDAS?

(Do you and your child(ren) ever talk about CARRASCOLENDAS?)

Percentage of Responses

Response Categories	SITE AUSTIN N=36	SEGUIN N=47	TOTAL N=83
Yes, often	14%	13%	13%
Yes, sometimes	64	47	54
Yes, once	11	0	5
Don't know	0	0	0
No	11	40	28

¿Cómo supo del programa CARRASCOLENDAS?

(How did you hear about CARRASCOLENDAS?)

Percentage of Responses

Response Categories	SITE AUSTIN N=36	SEGUIN N=47	TOTAL N=83
School	3%	15%	10%
Child	80	15	43
Friend	0	13	7
Newspaper or magazine	3	0	1
Television	6	57	35
Other	8	0	4

¿Le(s) ha ayudado el programa CARRASCOLENDAS a su(s) hijo(s) a aprender mejor el español o el inglés?

(Has watching CARRASCOLENDAS helped your child(ren) learn Spanish or English?)

Percentage of Responses

Response Categories	SITE AUSTIN N=36	SEGUIN N=47	TOTAL N=83
Yes, Spanish	58%	51%	54%
Yes, English	3	4	4
Yes, both	36	24	29
No, neither	3	4	4
They don't watch often enought	0	0	0
Don't know	0	11	6
Other	0	4	2
No response	0	2	1

¿Cuál es su opinion de las costumbres mexicanas que se presentan en los programas?

(What do you think of the Mexican customs presented in the series?)

Percentage of Responses

Response Categories	SITE AUSTIN N=36	SEGUIN N=47	TOTAL N=83
Good presentations	22%	51%	39%
Good for children to see them on TV	47	15	29
They're familiar to the child	0	0	0
Don't need to know about them	3	0	1
Other	28	34	31

¿Qué resultados cree que CARRASCOLENDAS ha conseguido?

(What effects do you think CARRASCOLENDAS has had?)

Percentage of Responses

Response Categories	SITE AUSTIN N=36	SEGUIN N=47	TOTAL N=83
Pride in the Mexican-American culture	6%	4%	5%
Teaches others about Mexican-Americans	3	6	5
Pride in speaking Spanish	3	4	4
Improvement in the use of Spanish	66	30	46
Improvement in the use of English	0	0	0
No effects	0	2	1
Don't know	14	24	19
Other	8	28	19
No response	0	2	1

Two-thirds of the parents responded that they talked about CARRASCOLENDAS with their children often or sometimes. Responses indicated that there was more parent/child interaction in Austin than in Seguin.

Parents generally heard about the series on television and from the child(ren). Austin parents usually were informed by the child(ren) whereas Seguin parents heard about the series on television. Schools and friends also provided information in that order.

Opinions toward the Mexican-American customs presented in the programs were positive. Parents felt that the presentations were good (39%) and that it was worthwhile for children to see them on television (29%). In the "other" category, parents generally indicated no opinion due to not seeing enough programs.

A large majority (83%) of the respondents liked the Spanish used in the programs. Only 1% of the total sample responded negatively, and this response originated in Seguin.

Over half of the parents (54%) felt that the series had helped the children learn Spanish, and 29% indicated improvement in both Spanish and English.

Improvement in the use of Spanish was cited most often (46%) as an effect caused by viewing CARRASCOLENDAS. In the response category "other", the educational effect of the series, improvement in both languages, and enjoyment in learning were stated often.

¿Tiene algunos otros commentarios o sugerencias?

(Do you have any other comments to make about CARRASCOLENDAS?)

Number of Responses

Response Categories	SITE AUSTIN N=36	SEGUIN N=47	TOTAL N=83
Yes	26	17	43
No response	10	30	40

Over half of the parents made additional comments regarding CARRASCOLENDAS, and most of these came from Austin parents. Most of the remarks from Austin stated that the parents liked the program and the people introduced in the series. Respondents also indicated that the series had helped their children, it was a good program for them to watch, and that it should definitely stay on the air.

Seguin parents usually mentioned that they liked the programs and enjoyed having their children watch them. Also mentioned were children's enjoyment of the series, learning of things not usually taught in school, keeping children from forgetting their language, and helping children to get along better together.

Summary

In summary, parents indicated use of both Spanish and English with their children in the home and preference for children to speak both languages.

Classroom instruction in Spanish and English was thought to be necessary in the schools as well as the teaching of Mexican-American culture.

Over half of the respondents felt that a bilingual television series for primary school students would be beneficial because it would teach Spanish and English. Parents also knew that children viewed the series at home as well as at school, and a majority of the parents interviewed indicated having seen one or more programs.

Of those parents who had seen some of the CARRAS-COLENDAS programs, two-thirds mentioned discussing the programs with their children. Austin parents generally heard about the series from their children, and Seguin parents learned about it from seeing it, or advertisements on television. They considered the Mexican-American customs presented in the series to be good, and 83% liked the Spanish used in the programs. Over half (54%) of the respondents felt that children had learned more Spanish, and improved both their Spanish and English. The major effect cited most often as a result of viewing the series was improved Spanish.

General comments made by parents indicated that they liked the series and felt that it was beneficial for their children to view the programs.

S E C T I O N V I

CHILDREN'S ATTITUDES

As a target audience of CARRASCOLENDAS, children have been interviewed regarding their attitudes toward the series. In the present evaluation, children's attitudes were gauged by means of a pictorial attitude measure. The survey was designed to elicit responses toward the use of Spanish and English in school and on television, and reactions to various segments in CARRASCOLENDAS.

Procedures

The Child Attitude Survey consisted of ten questions which were administered bilingually by interviewers at the conclusion of the English test interview. Each subject was asked to show how he/she felt about bilingual education and CARRASCOLENDAS on the pictorial attitude measure (Figure 26.) Table 9 lists the ten questions constructed for the survey.

Figure 26

Pictorial Attitude Measure

For scoring purposes, each figure was weighted as follows:

1 2 3 4 5

Table 9

CHILD ATTITUDE SURVEY

1. *When your classes in school are in English and Spanish, how do you feel?*
   Cuando las clases en la escuela son en inglés y en español, ¿cómo te sientes?

2. *When you watch TV in English and Spanish, how do you feel?*
   Cuando ves la televisión en inglés y en español, ¿cómo te sientes?

3. *When you watch TV in school, how do you feel?*
   Cuando ves la televisión en la escuela, ¿cómo te sientes?

4. *When you do something in class that you saw on TV, how do you feel?*
   Cuando haces algo en la clase que viste en la televisión, ¿cómo te sientes?

5. *When you watch CARRASCOLENDAS, how do you feel?*
   Cuando ves CARRASCOLENDAS, ¿cómo te sientes?

6. *When they ask you to say the words that flash on the TV, how do you feel?*
   Cuando quieren que repitas las palabras que se ven en la televisión, ¿cómo te sientes?

7. *When they sing songs on the TV, how do you feel?*
   Cuando cantan canciones en la televisión, ¿cómo te sientes?

8. *When they speak Spanish on CARRASCOLENDAS, how do you feel?*
   Cuando hablan español en CARRASCOLENDAS, ¿cómo te sientes?

9. *When they speak English on CARRASCOLENDAS, how do you feel?*
   Cuando hablan inglés en CARRASCOLENDAS, ¿cómo te sientes?

10. *How do you feel about speaking in Spanish and English?*
    ¿Cómo te sientes al poder hablar inglés y español?

The attitude survey was administered to all subjects participating in the field experiment during the pretest and the posttest.

Results

Average scores for each question were obtained for all subjects in the kindergarten, first, second, and third grade levels. A high score (5) would indicate pleasure about the series and the uses of Spanish and English, whereas a low score (1) would tend to indicate a negative reaction.

On the pretest, scores on the first four items were recorded for viewers and nonviewers alike. Since the last six items in the Child Attitude Survey dealt with responses to the series, they were not included in the pretest, but were completed by viewers in the posttest.

Gain scores on the first four items are reported in Figures 27 to 30. These gain scores were compared in an analysis of variance to note any significant difference in attitudes between viewers and nonviewers from pretest to posttest. On the last six items of the survey, posttest scores are reported for viewers from Austin and Seguin in Figures 31 to 36. These posttest scores were compared in an analysis of variance to note any differences between responses of viewers from Austin and Seguin.

As can be seen in Figures 27 to 30, there was no significant difference noted in responses on two items: use of Spanish and English in class, and doing something seen on television in class. Second grade nonviewers in Seguin responded more positively than viewers ($p<.03$) in regard to watching television in Spanish and English. Also third grade nonviewers from Seguin expressed a greater desire to watch television in school ($p<.01$) than did the viewers. There was no significant difference in responses between Austin viewers and nonviewers on any of the first four items.

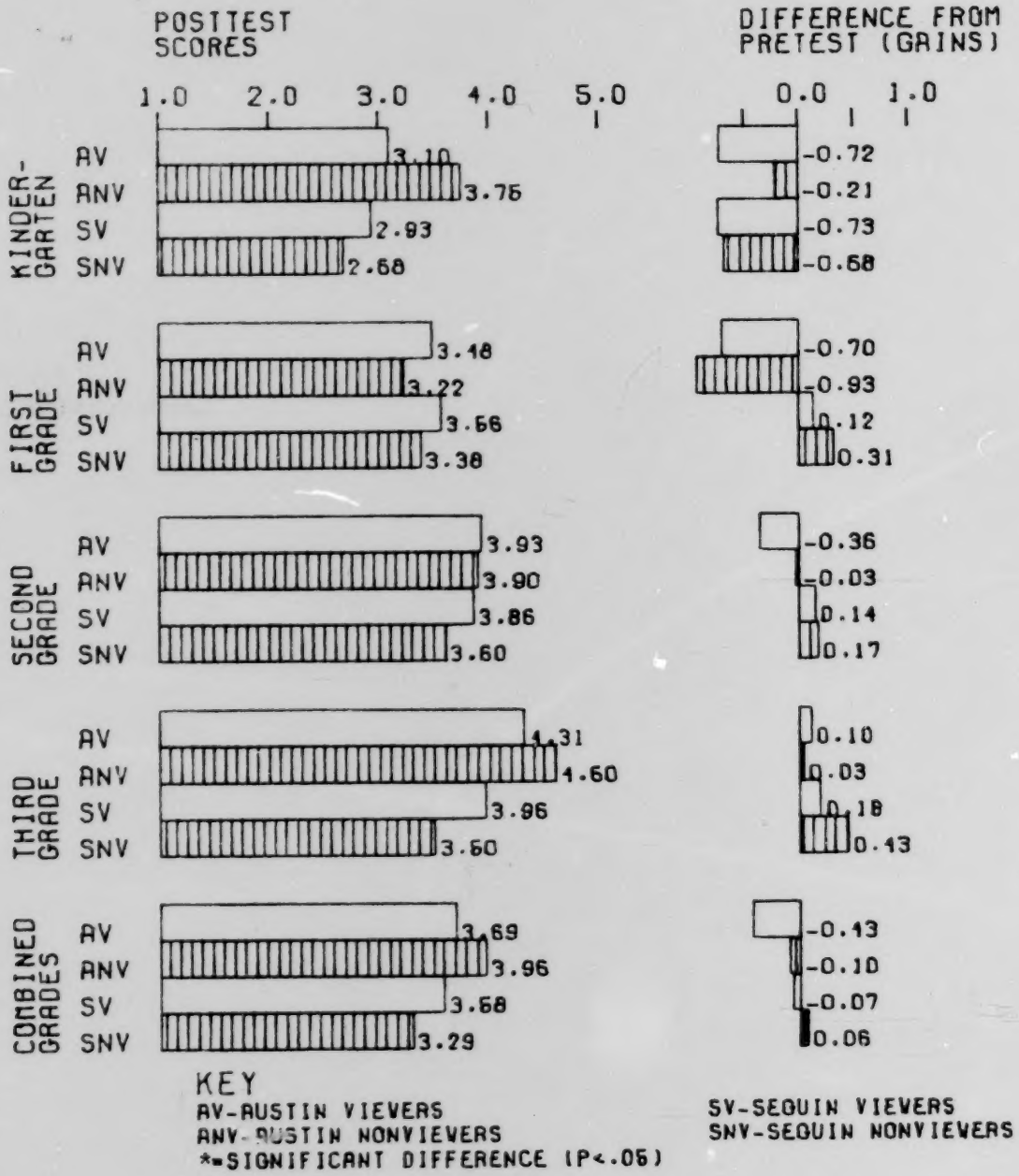
Comparison of responses between Austin and Seguin viewers on the last six items (Figures 31 to 36) indicate no significant difference on the following:

Saying words that flash on television;
Singing of songs on television;
Speaking of English on CARRASCOLENDAS; and,
You speaking Spanish and English.

Third grade viewers from Austin scored significantly higher ($p<.05$) than Seguin in response to speaking of Spanish on CARRASCOLENDAS. The item which differentiated viewers from Austin and Seguin most was watching CARRASCOLENDAS.

FIGURE 27

CHILD ATTITUDE AVERAGE SCORES: USE OF SPANISH AND ENGLISH IN CLASS



KEY

AV-AUSTIN VIEVERS
ANV-AUSTIN NONVIEVERS
SV-SEQUIN VIEVERS
SNV-SEQUIN NONVIEVERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 28

CHILD ATTITUDE AVERAGE SCORES:
WATCHING TELEVISION IN SPANISH AND ENGLISH

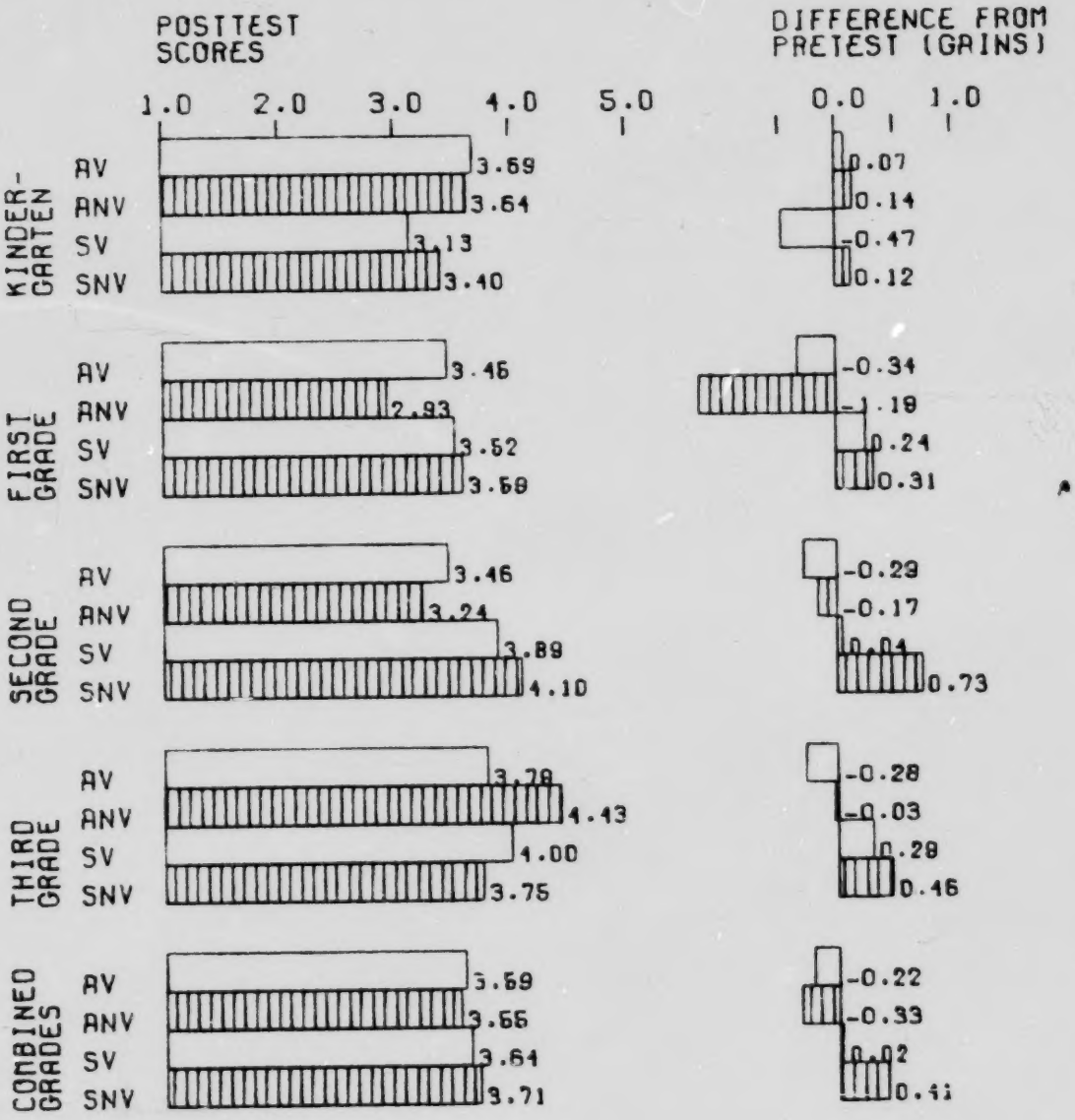


FIGURE 29

CHILD ATTITUDE AVERAGE SCORES: WATCHING TELEVISION IN SCHOOL

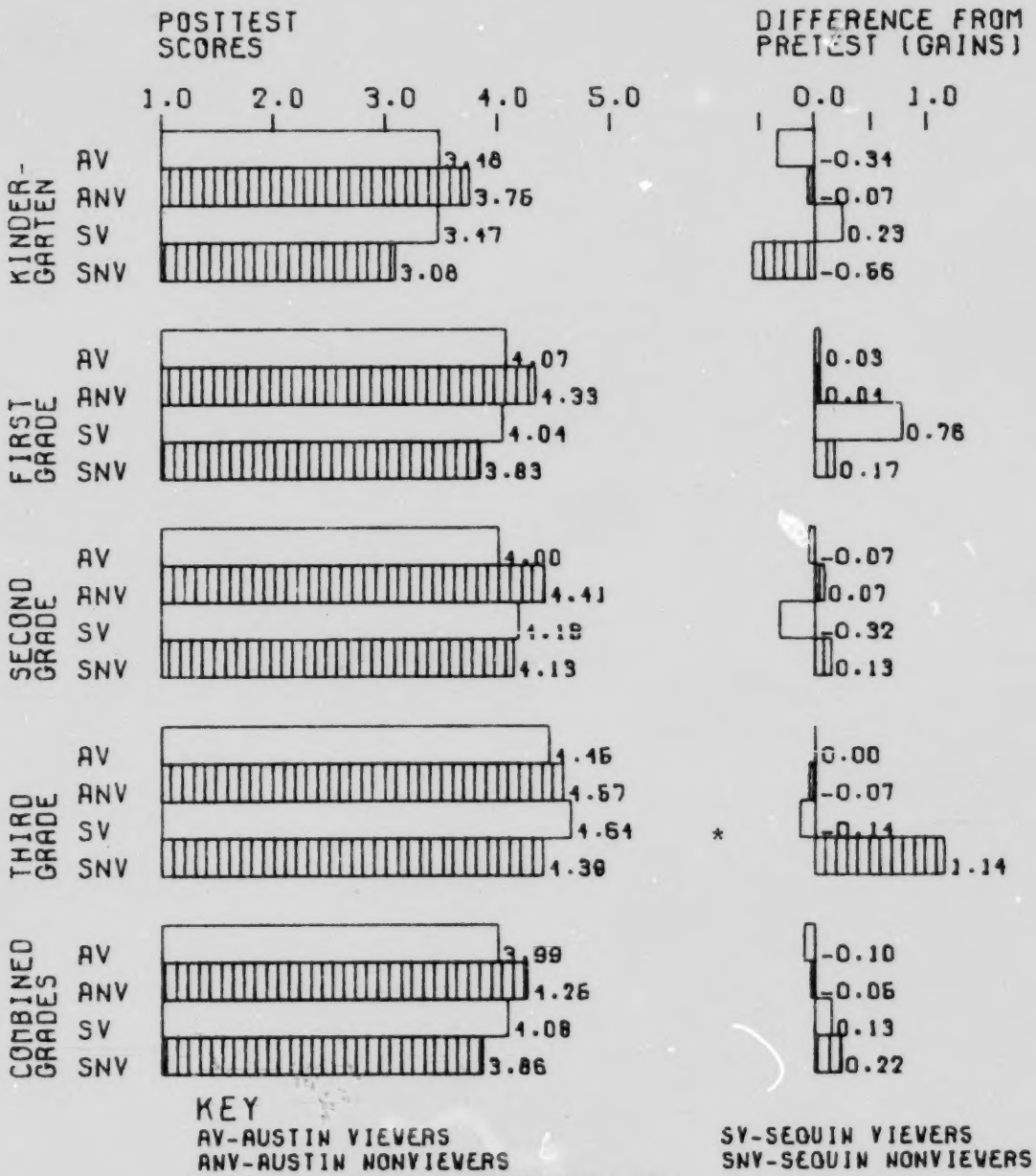
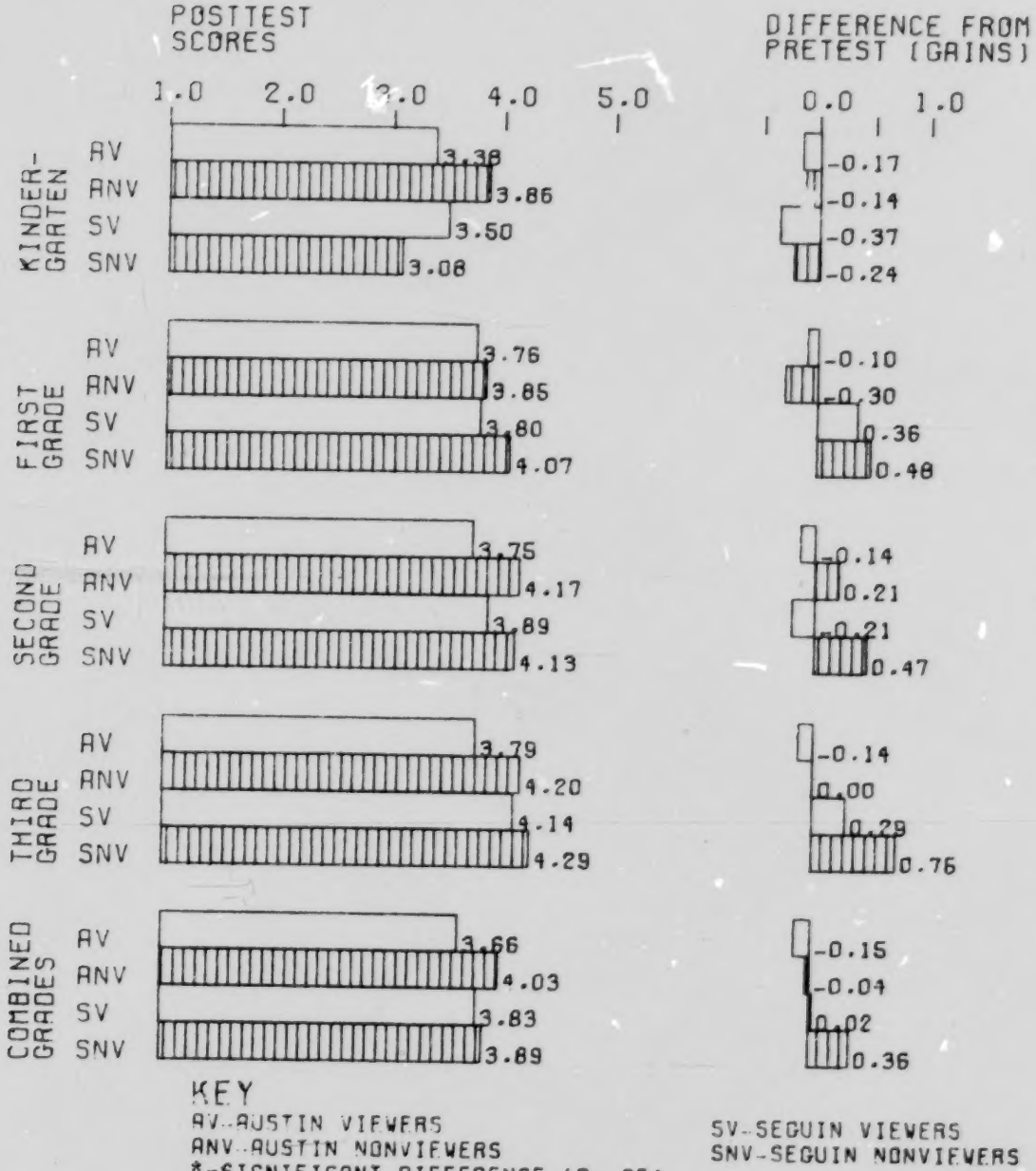


FIGURE 30

CHILD ATTITUDE AVERAGE SCORES:
DOING SOMETHING SEEN ON TELEVISION IN CLASS



KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEGUIN VIEWERS
SNV-SEGUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE ($P<.05$)

FIGURE 31

CHILD ATTITUDE AVERAGE SCORES: WATCHING CARRASCOLENDAS

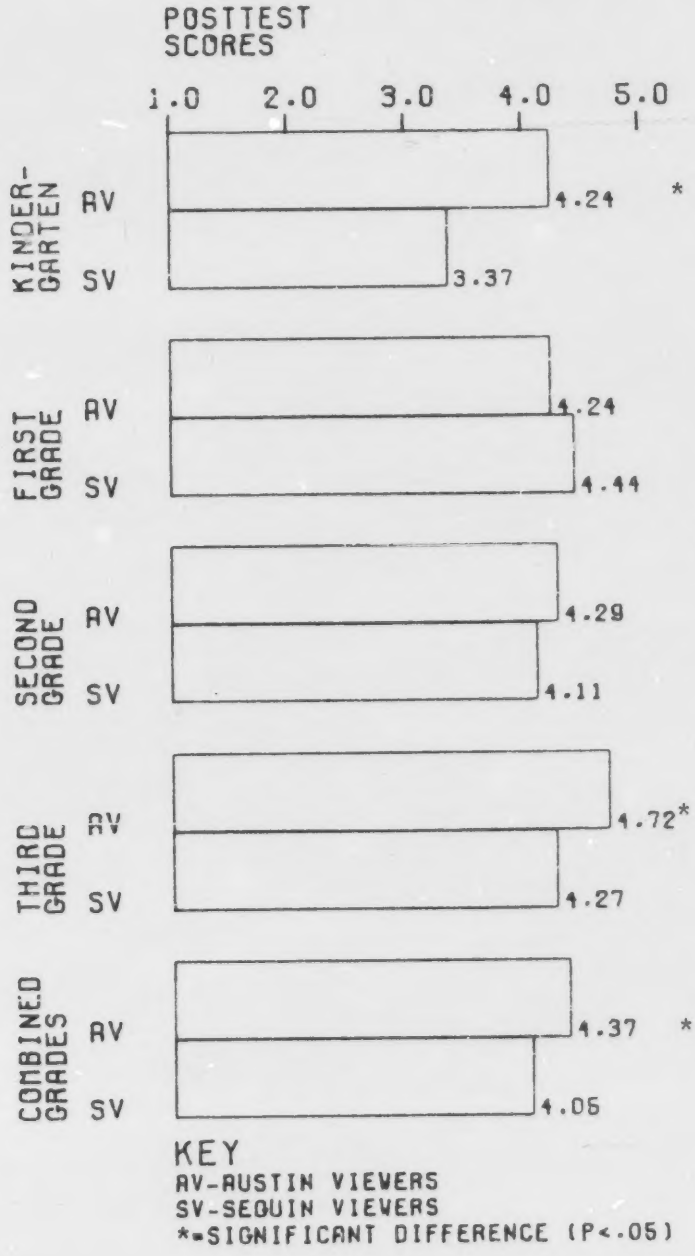


FIGURE 32

CHILD ATTITUDE AVERAGE SCORES:
SAYING WORDS THAT FLASH ON TELEVISION

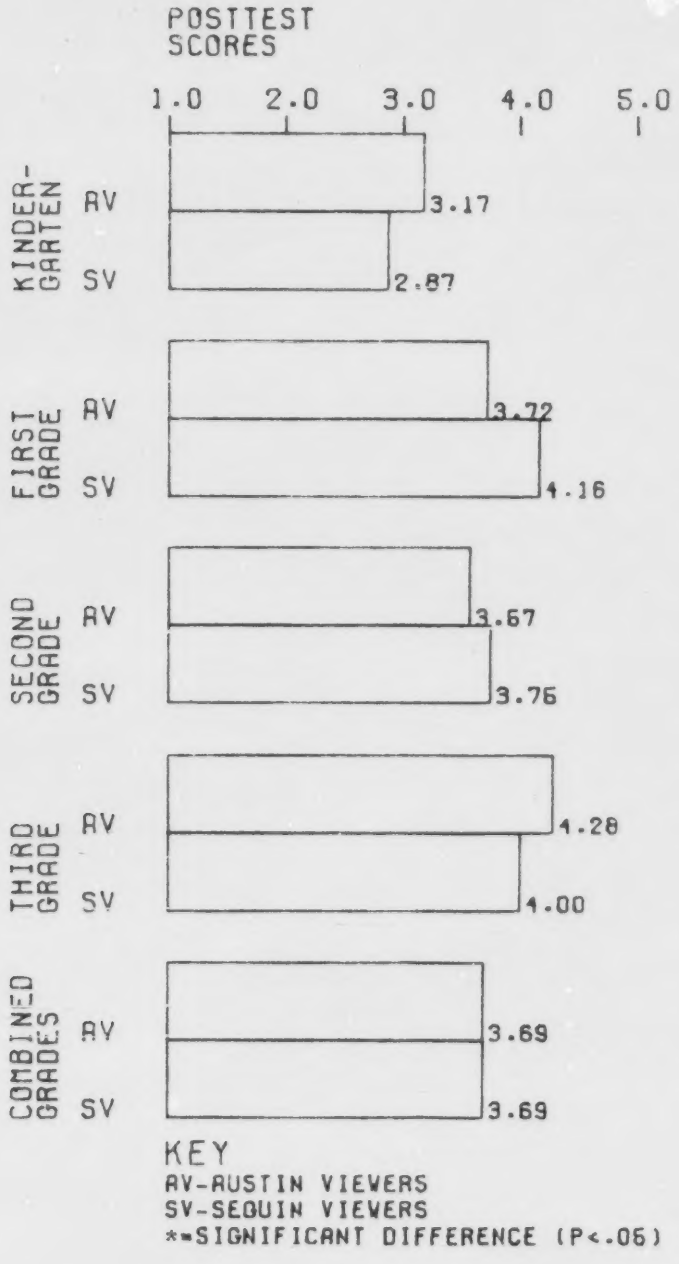


FIGURE 33

CHILD ATTITUDE SCORES:
SINGING OF SONGS ON TELEVISION

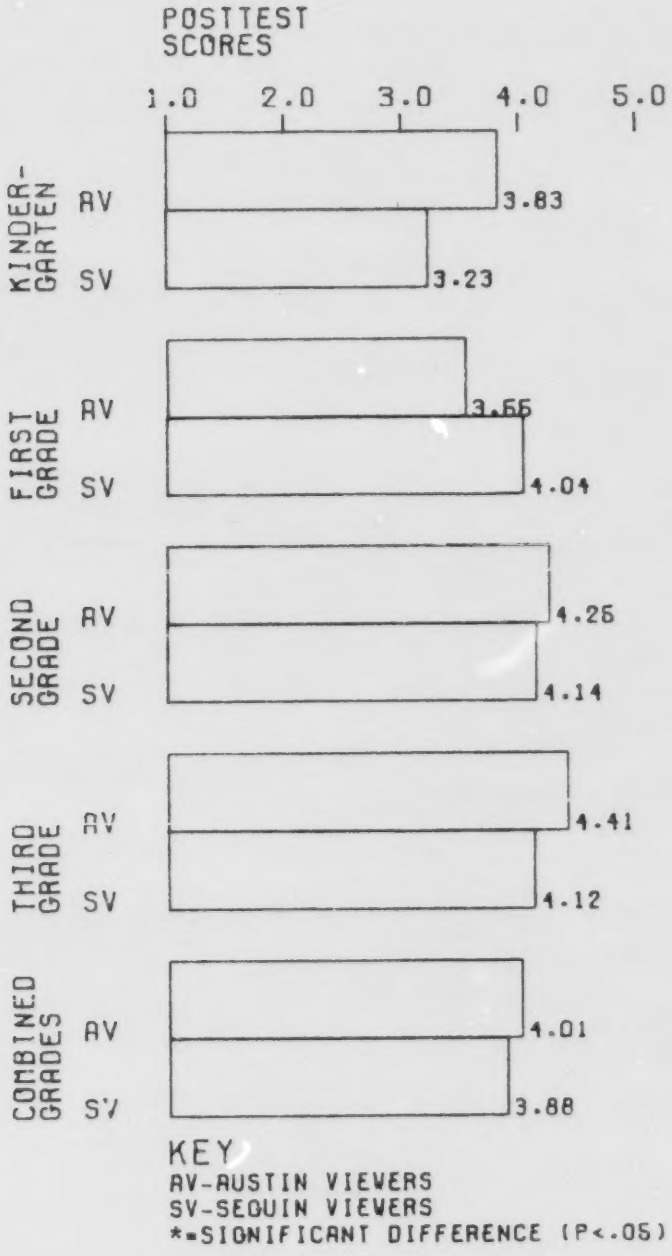


FIGURE 34

CHILD ATTITUDE SCORES:
SPEAKING SPANISH ON CARRASCOLENDAS

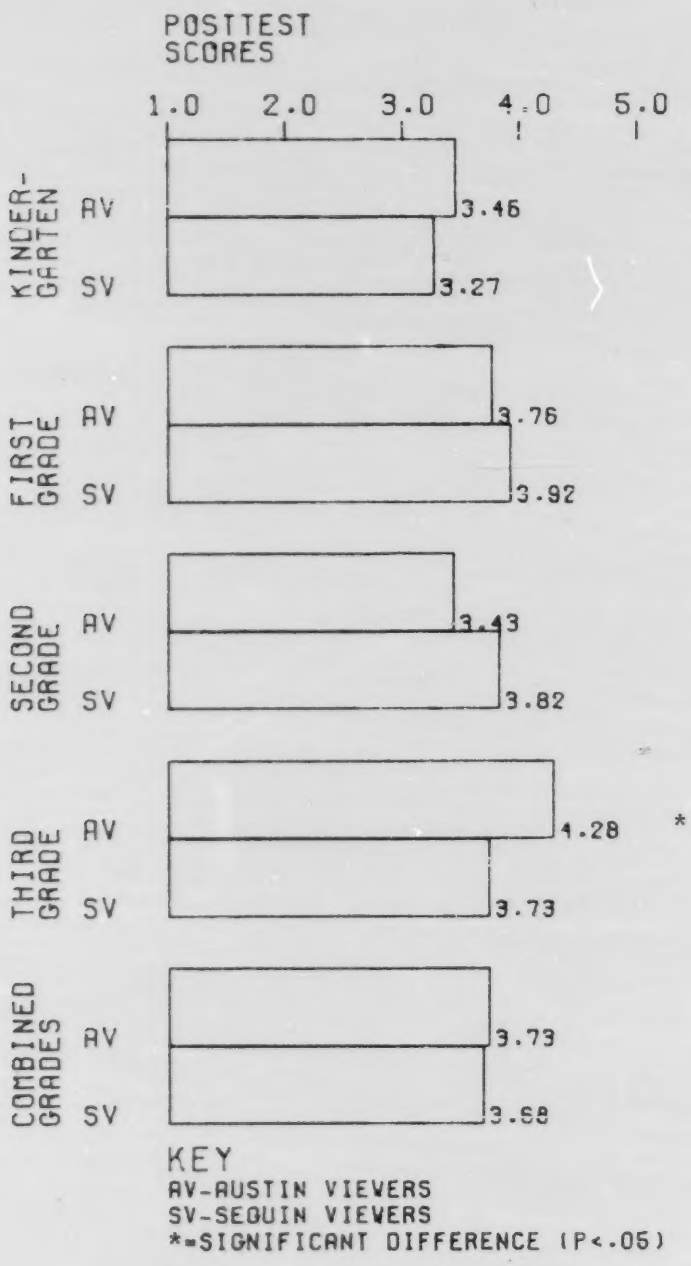


FIGURE 35

CHILD ATTITUDE AVERAGE SCORES:
SPEAKING ENGLISH ON CARRASCOLENDAS

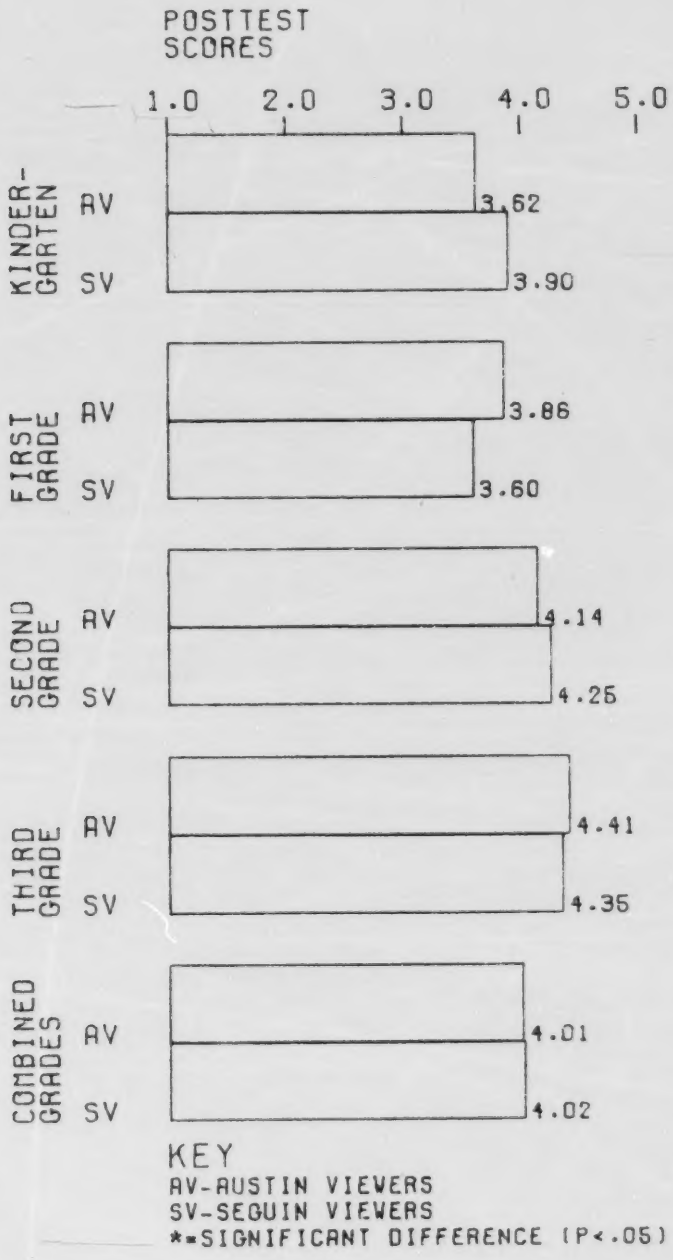
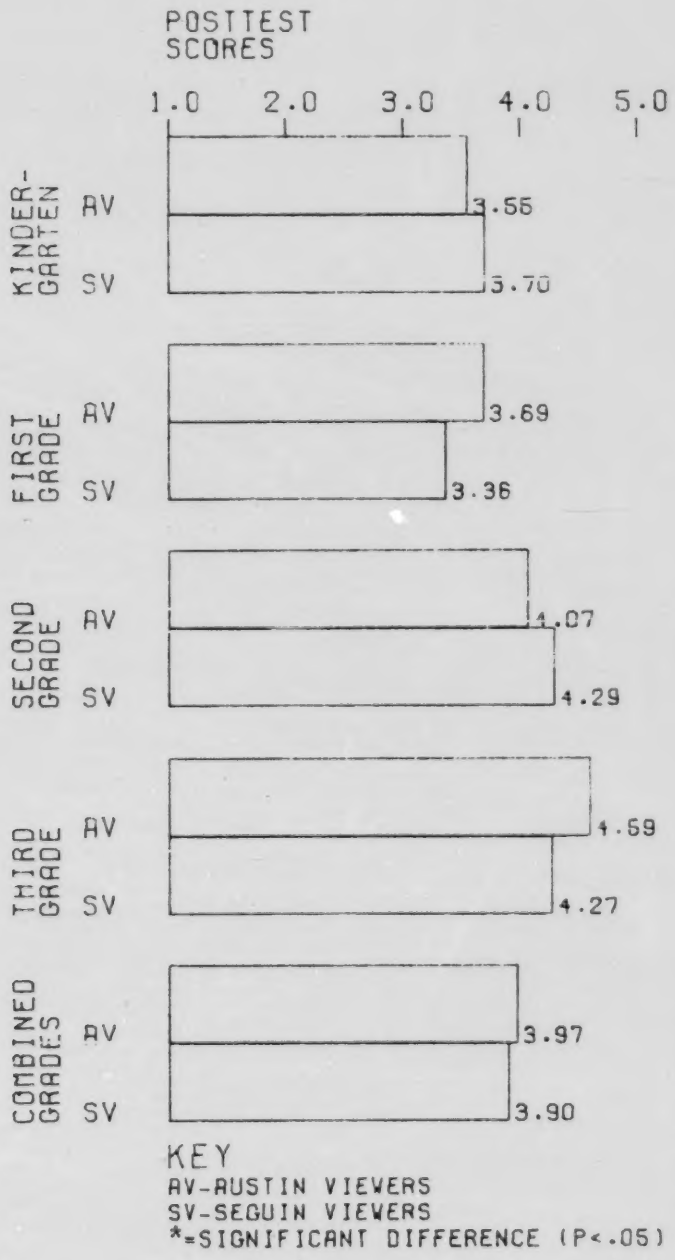


FIGURE 36

CHILD ATTITUDE AVERAGE SCORES:
YOU SPEAKING SPANISH AND ENGLISH



Viewers from Austin responded more positively than viewers from Seguin toward watching CARRASCOLENDAS in kindergarten ($p<.01$), third grade ($p<.02$) and the combined grades ($p<.02$).

Summary

Most responses to the Child Attitude Survey were above the midpoint of the scale (over 3.0) indicating that children's attitudes toward speaking Spanish and English and viewing CARRASCOLENDAS tend to be positive rather than negative. However, for more specific opinions toward the series and how children respond to various segments, it appears that an instrument designed with multiple choice items given during the pretest and posttest would yield more valuable information. Frequency scores of the various particular scores in each distribution on pretest and posttest could be submitted to a chi-square analysis in order to obtain the information desired.

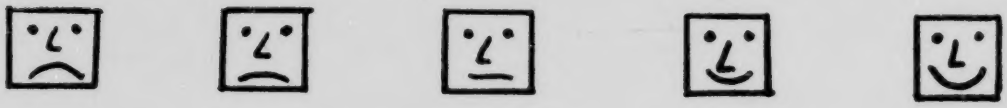
S E C T I O N V I I

SELF CONCEPT

A pilot test intrument of self concept was developed during the third year evaluation of CARRASCOLENDAS. Formative testing resulted in a ten item pilot test which was administered bilingually at the conclusion of the Spanish posttest.[2] The test instrument consisted of ten evaluation questions listed in Table 10. A pictorial attitude measure, Figure 37, was used for scoring each individual's response for each of the ten questions.

Figure 37

Pictorial Attitude Measure



For scoring purposes, each figure was weighted as follows:

1 2 3 4 5

Although not specified in the proposal, the evaluation included the study on self concept since so much emphasis had been placed on this type of study during the preceding year.

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[2]A description of the formulation and results of the third year self concept study may be found in Frederick Williams, Geraldine Van Wart, and Monty Stanford, CARRASCOLENDAS: National Evaluation of a Spanish/English Educational Television Series, Grant #0-9-530094-4239-(280), U. S. Department of Health, Education and Welfare, Office of Education, 1973.

Table 10

Self Concept - Test Items

1. Cuando oyes a tus papás hablar en inglés, ¿cómo te sientes?
When you hear your parents speak English, how do you feel?

2. Cuando a tu maestra le gusta el trabajo que haces en la escuela, ¿cómo te sientes?
When your teacher is happy with your school work, how do you feel?

3. Cuando hablas en español, ¿cómo te sientes?
When you talk in Spanish, how do you feel?

4. Cuando juegas como que eres una persona grande, ¿cómo te sientes?
When you play like you're grown-up, how do you feel?

5. Cuando juegas con un amigo que sólo habla español, ¿cómo te sientes?
When you play with a friend who only speaks Spanish, how do you feel?

6. Cuando oyes a tus papás hablar en español, ¿cómo te sientes?
When you hear your parents speak Spanish, how do you feel?

7. Cuando tienes una cosa que es sólo tuya, y no es de nadie más, ¿cómo te sientes?
When you have something that is yours, and no one else's, how do you feel?

8. Cuando hablas en inglés, ¿cómo te sientes?
When you talk in English, how do you feel?

9. Cuando a tus papás les gusta el trabajo que haces en la escuela, ¿cómo te sientes?
When your parents are happy with your school work, how do you feel?

10. Cuando juegas con un amigo que sólo habla inglés, ¿cómo te sientes?
When you play with a friend who only speaks English, how do you feel?

Procedures

During the preceding evaluation, the results of the analysis of responses to the self concept pilot test indicated that none of the items alone, or in combination, significantly differentiated between viewers and nonviewers. The results were obtained when viewers and nonviewers were combined across grade levels and when they were considered at a single grade level.

The same ten item test instrument was again administered bilingually at the conclusion of the Spanish test interview during the fourth year evaluation. This year, however, the self concept measure was administered during the pretest as well as during the posttest. The primary question of interest was whether the same test would discriminate viewers and nonviewers between pretesting and posttesting after viewers had seen the CARRASCOLENDAS series.

Results

The average scores for each item were obtained for all subjects combined and by grade levels on pretests and posttests. The average pretest score was subtracted from the average posttest score for each item to result in the average gain scores. Posttest average scores, and average gain scores, for each item are reported in Figures 38 to 47. Scores are listed for Austin and Seguin subjects separately. The average gain scores were compared in an analysis of variance in order to see if there was any significant discrimination between viewers and nonviewers on any of the ten items.

As can be seen from the figures, there were few significant differences evident in the gain scores of viewers when comapred to nonviewers. No differences were noted on the following items:

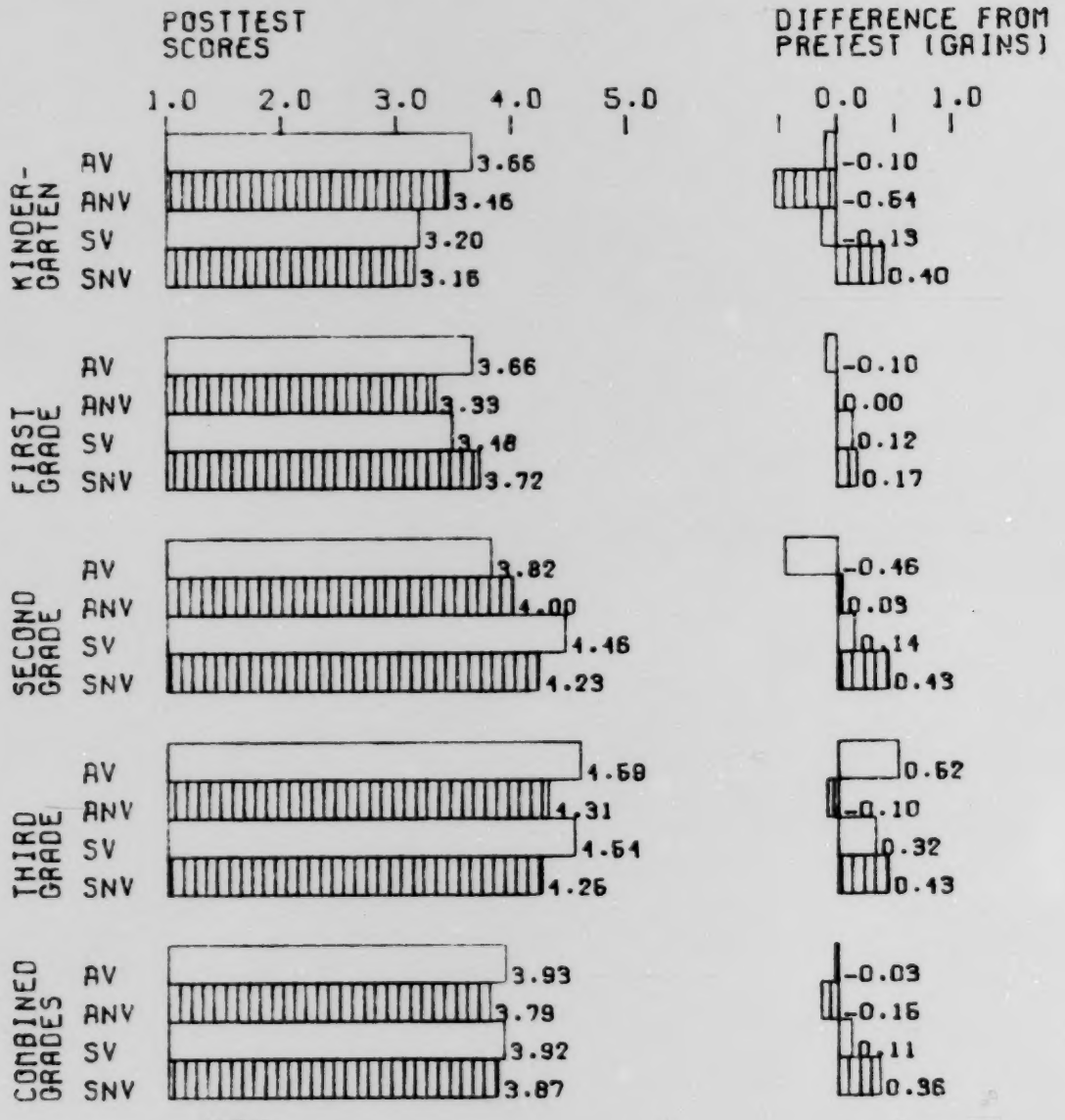
Hearing parents speak English;
You talking in English;
Parents happy with school work; and,
Playing with English-speaking friend.

Viewers made significant gains over nonviewers on certain items as follows:

Teacher happy with school work - Seguin first grade ($p<.01$);
You talking in Spanish - Austin third grade ($p<.03$);
Playing with Spanish-speaking friend - Austin kindergarten ($p<.01$), third grades in Austin ($p<.03$), and Seguin ($p<.01$), and Austin combined grades ($p<.01$); and,

FIGURE 38

SELF CONCEPT AVERAGE SCORES:
HEARING PARENTS SPEAK ENGLISH

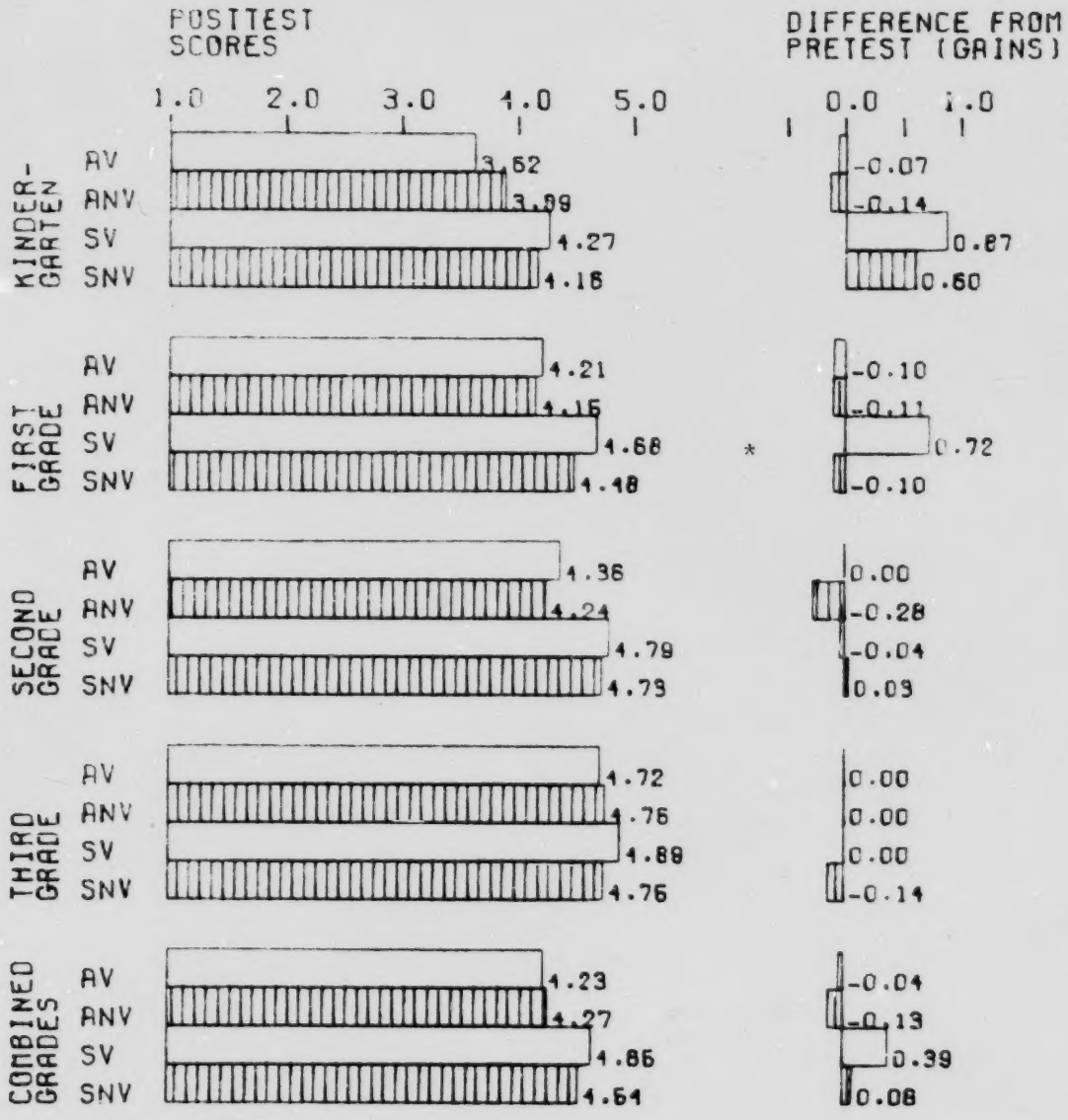


KEY

AV-AUSTIN VIEVERS
ANV-AUSTIN NONVIEVERS
SV-SEQUIN VIEVERS
SNV-SEQUIN NONVIEVERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 39

SELF CONCEPT AVERAGE SCORES:
TEACHER HAPPY WITH SCHOOL WORK

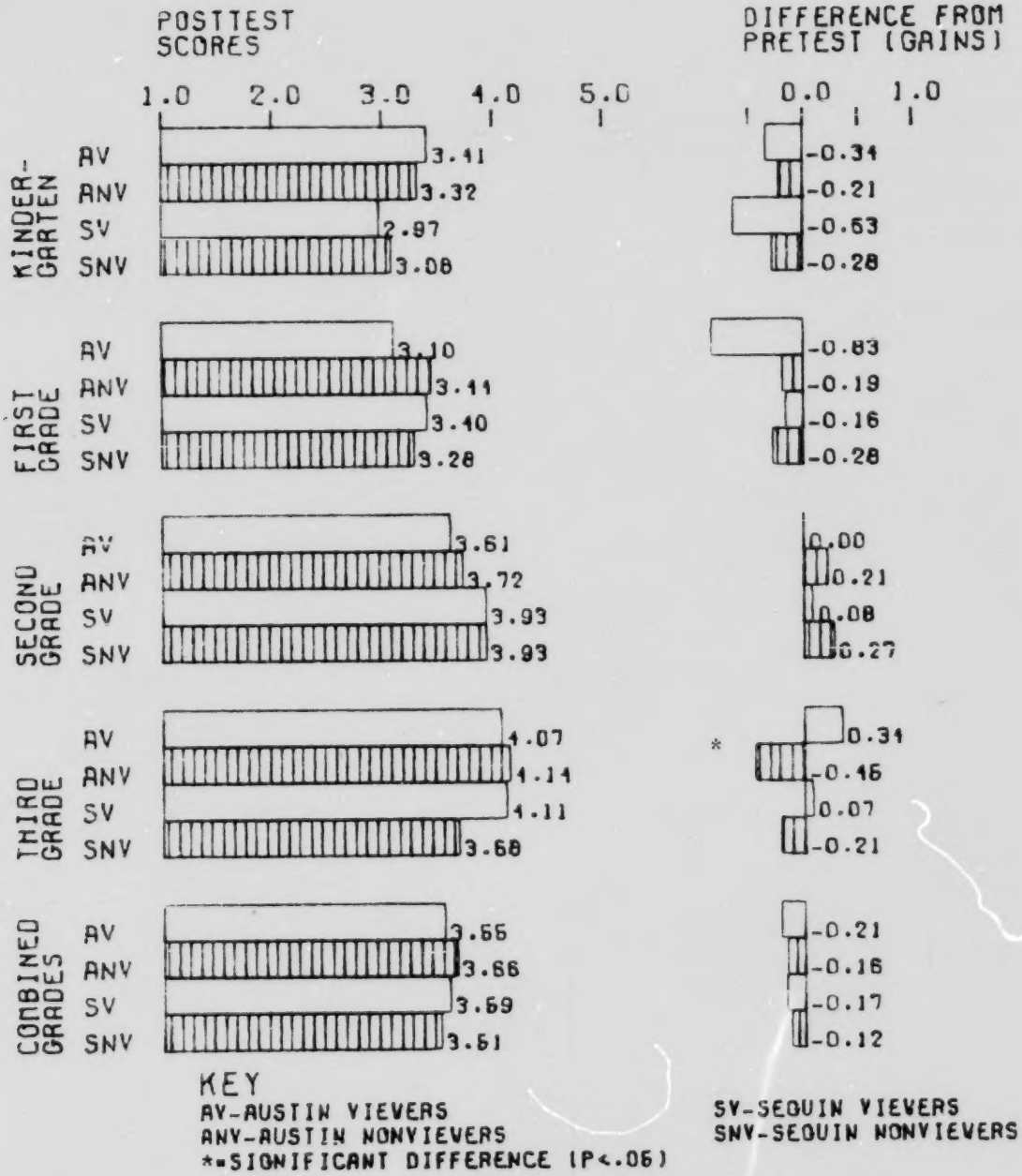


KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEQUIN VIEWERS
SNV-SEQUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 40

SELF CONCEPT AVERAGE SCORES:
YOU TALKING IN SPANISH



KEY
AV-AUSTIN VIEVERS
ANV-AUSTIN NONVIEVERS
SV-SEQUIN VIEVERS
SNV-SEQUIN NONVIEVERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 41

SELF CONCEPT AVERAGE SCORES:
PLAYING LIKE A GROWN-UP

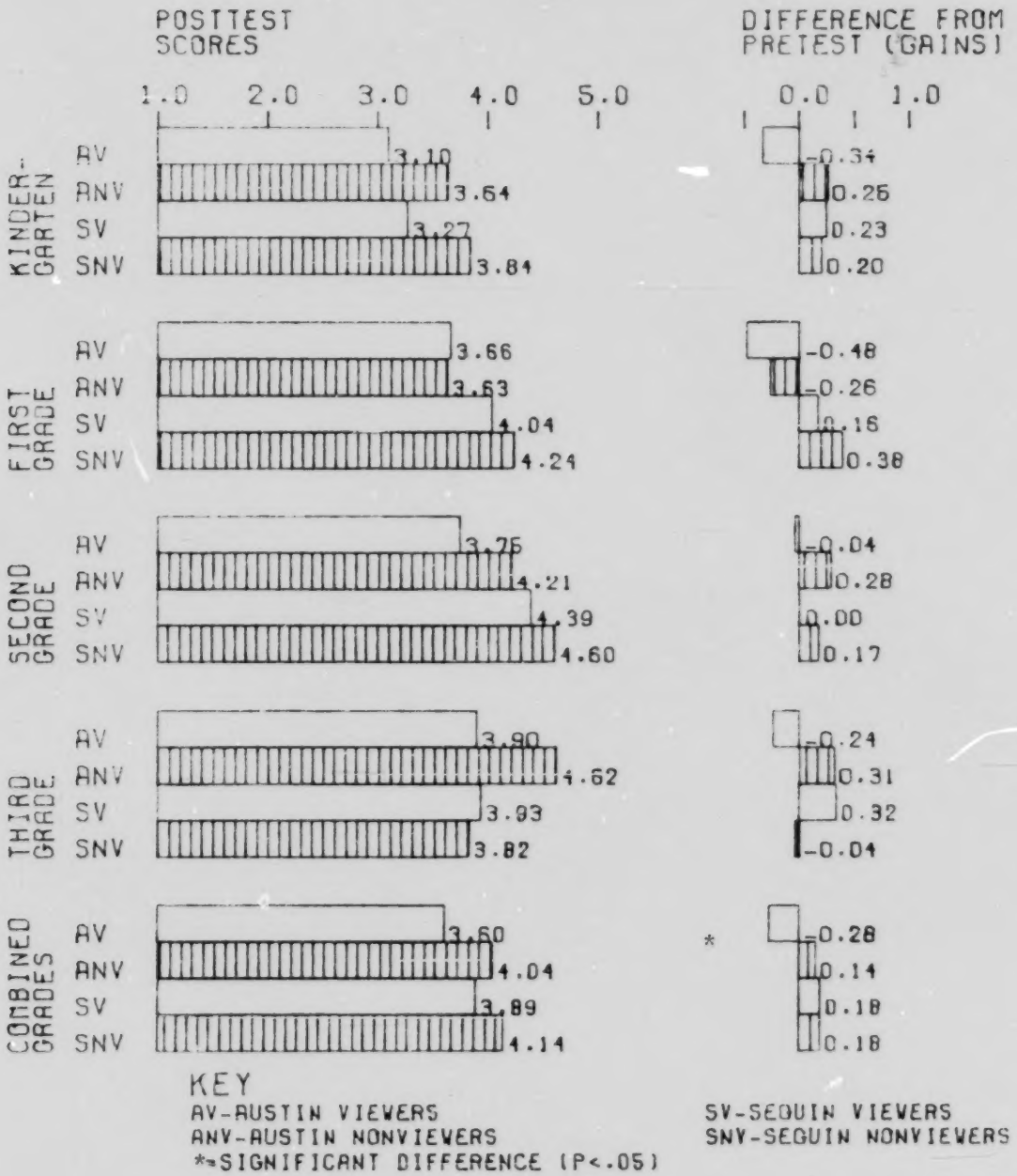
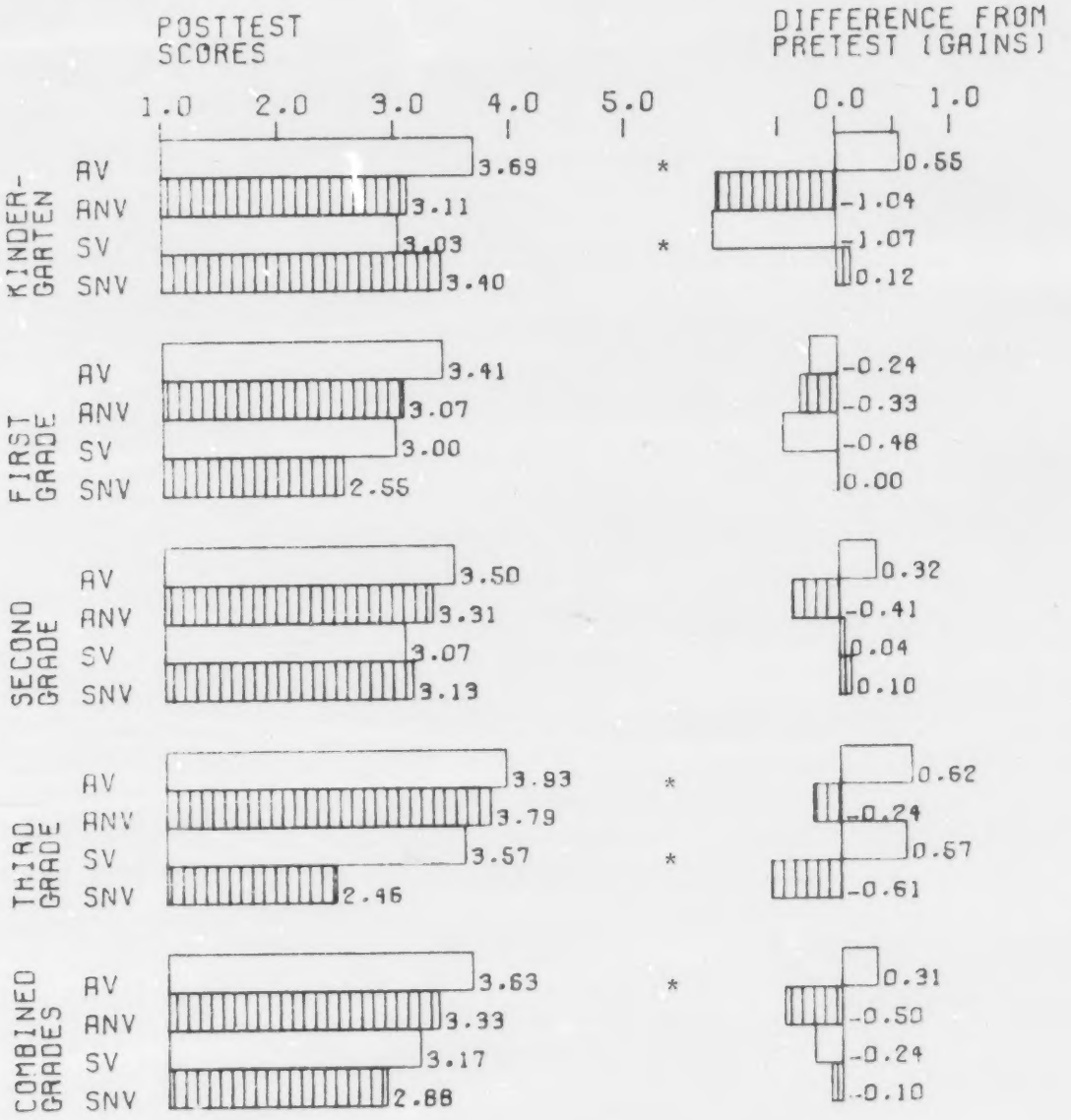


FIGURE 42

SELF CONCEPT AVERAGE SCORES:
PLAYING WITH SPANISH-SPEAKING FRIEND

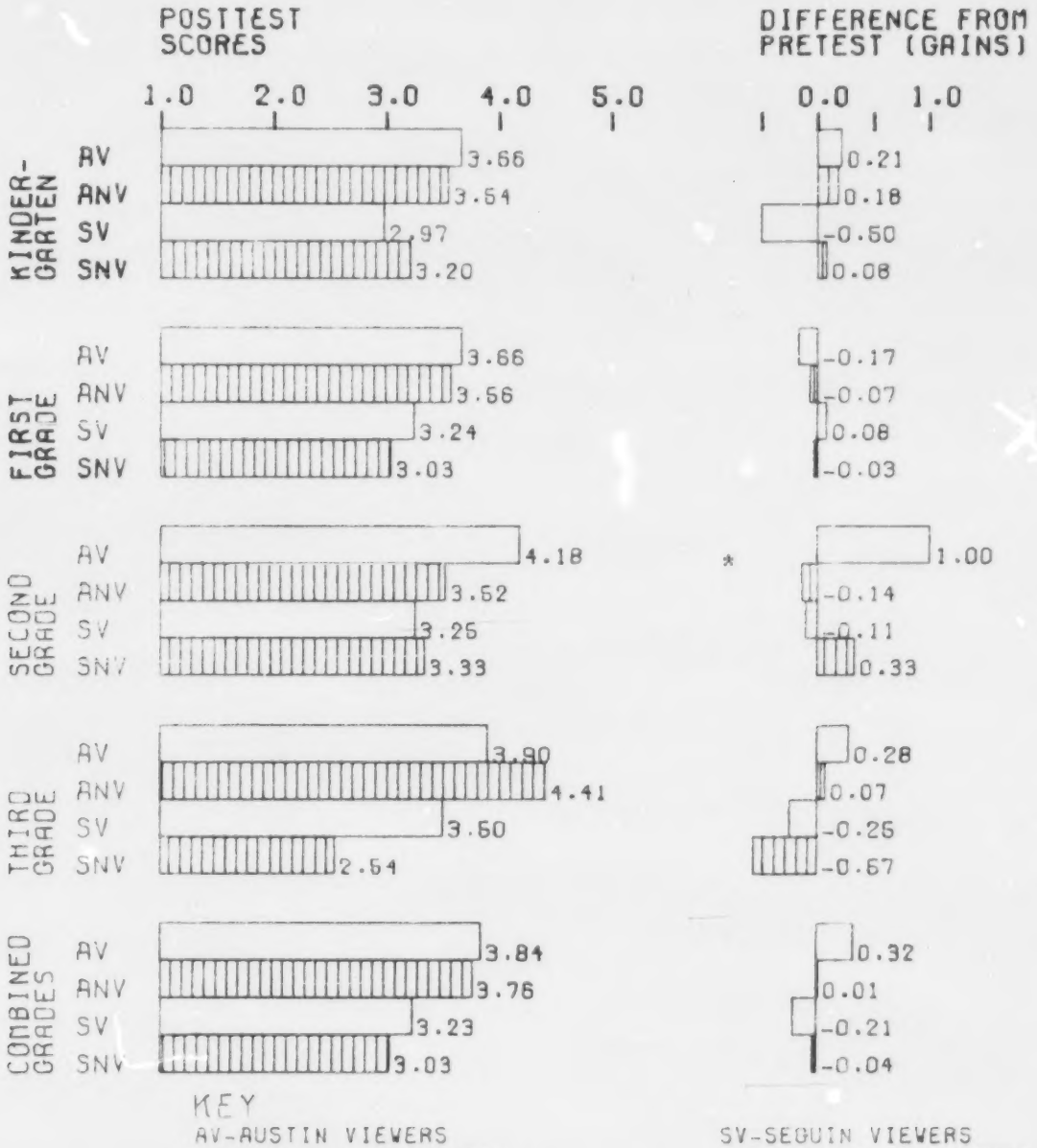


KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEGUIN VIEWERS
SNV-SEGUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 43

SELF CONCEPT AVERAGE SCORES: HEARING PARENTS SPEAK SPANISH



KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEGUIN VIEWERS
SNV-SEGUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 44

SELF CONCEPT AVERAGE SCORES:
SOMETHING YOURS, NO ONE ELSE'S

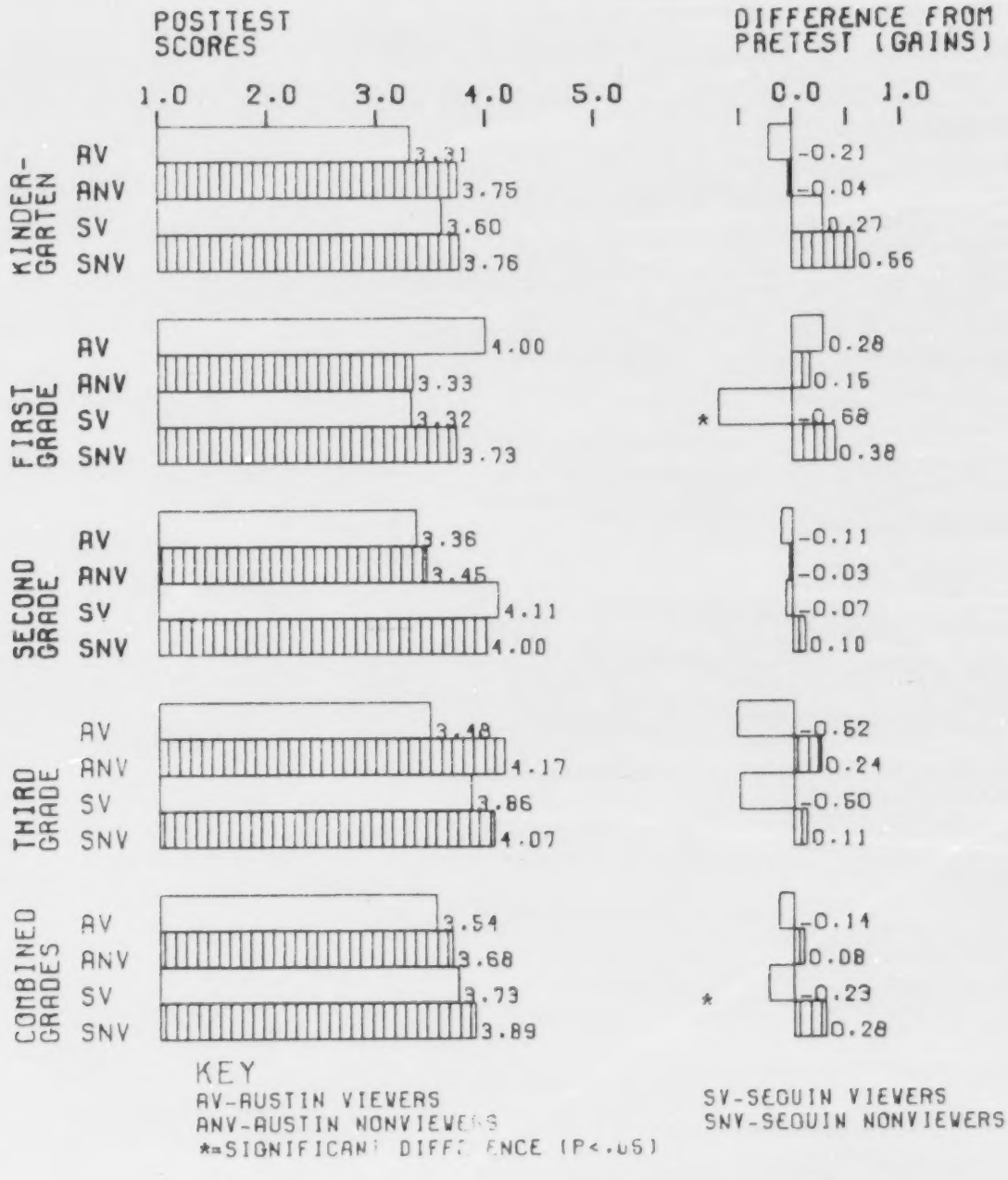
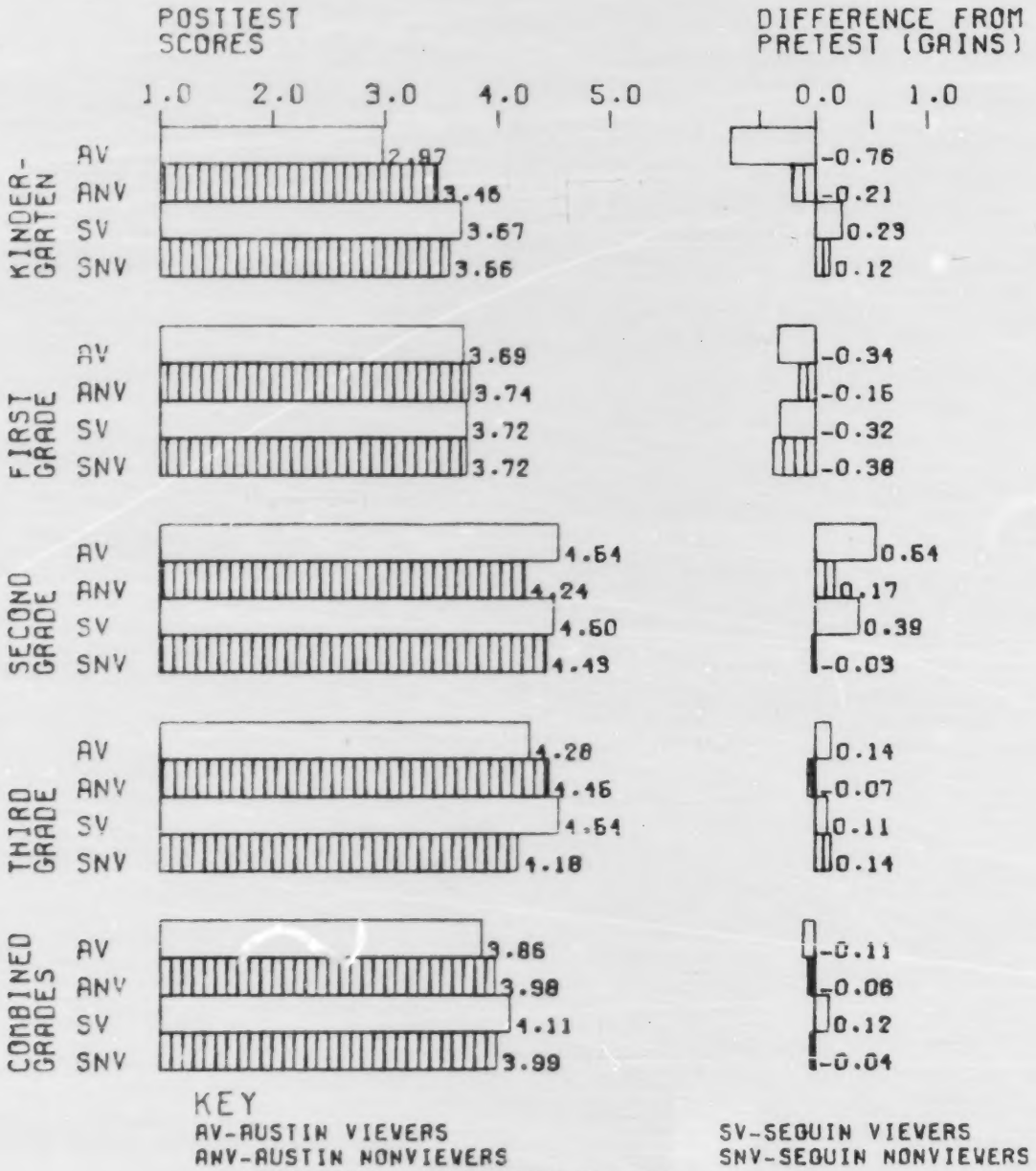


FIGURE 45

SELF CONCEPT AVERAGE SCORES:
YOU TALKING IN ENGLISH

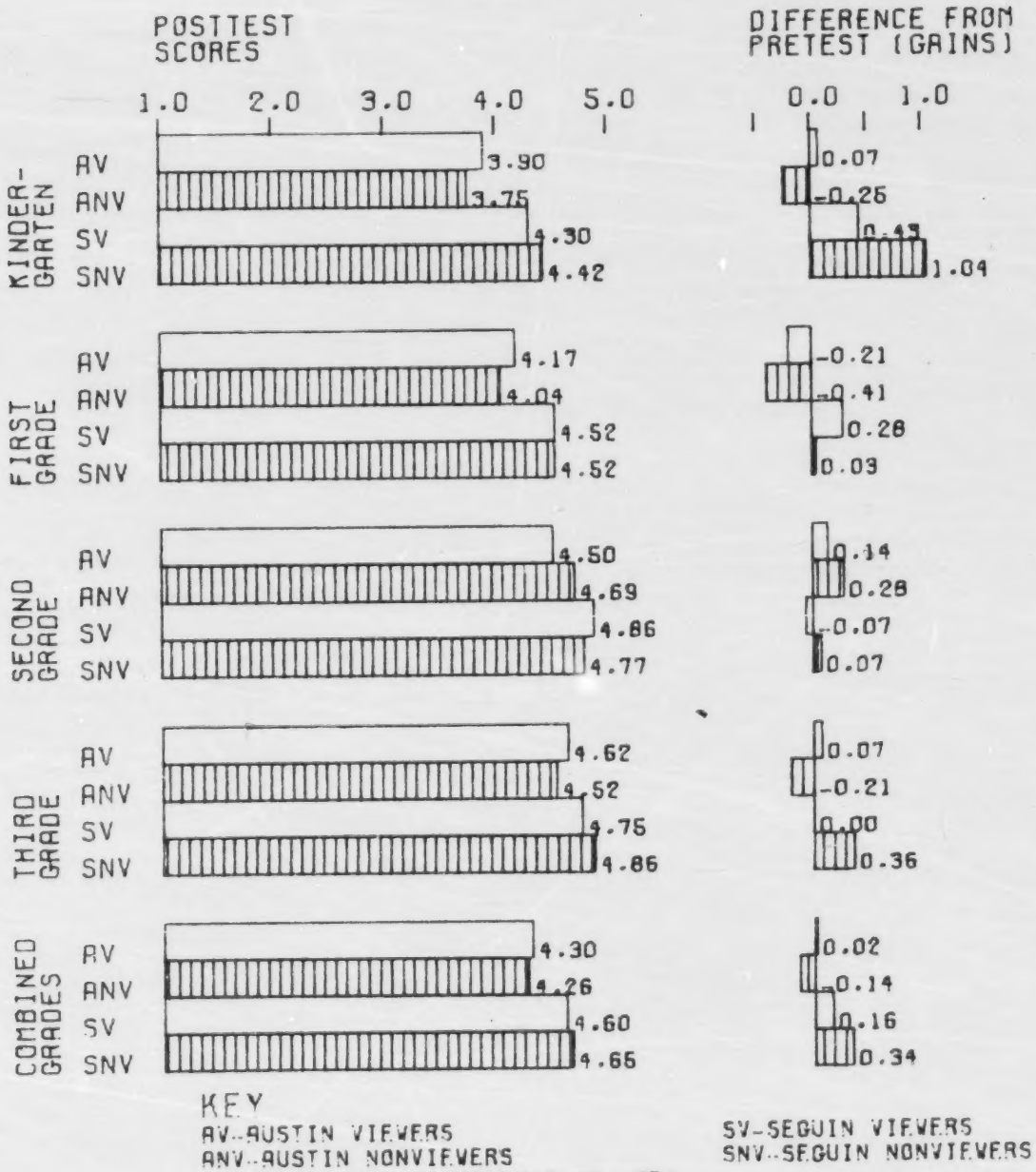


KEY

AV-AUSTIN VIEVERS
ANV-AUSTIN NONVIEVERS
SV-SEGUIN VIEVERS
SNV-SEGUIN NONVIEVERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 46

SELF CONCEPT AVERAGE SCORES:
PARENTS HAPPY WITH SCHOOL WORK

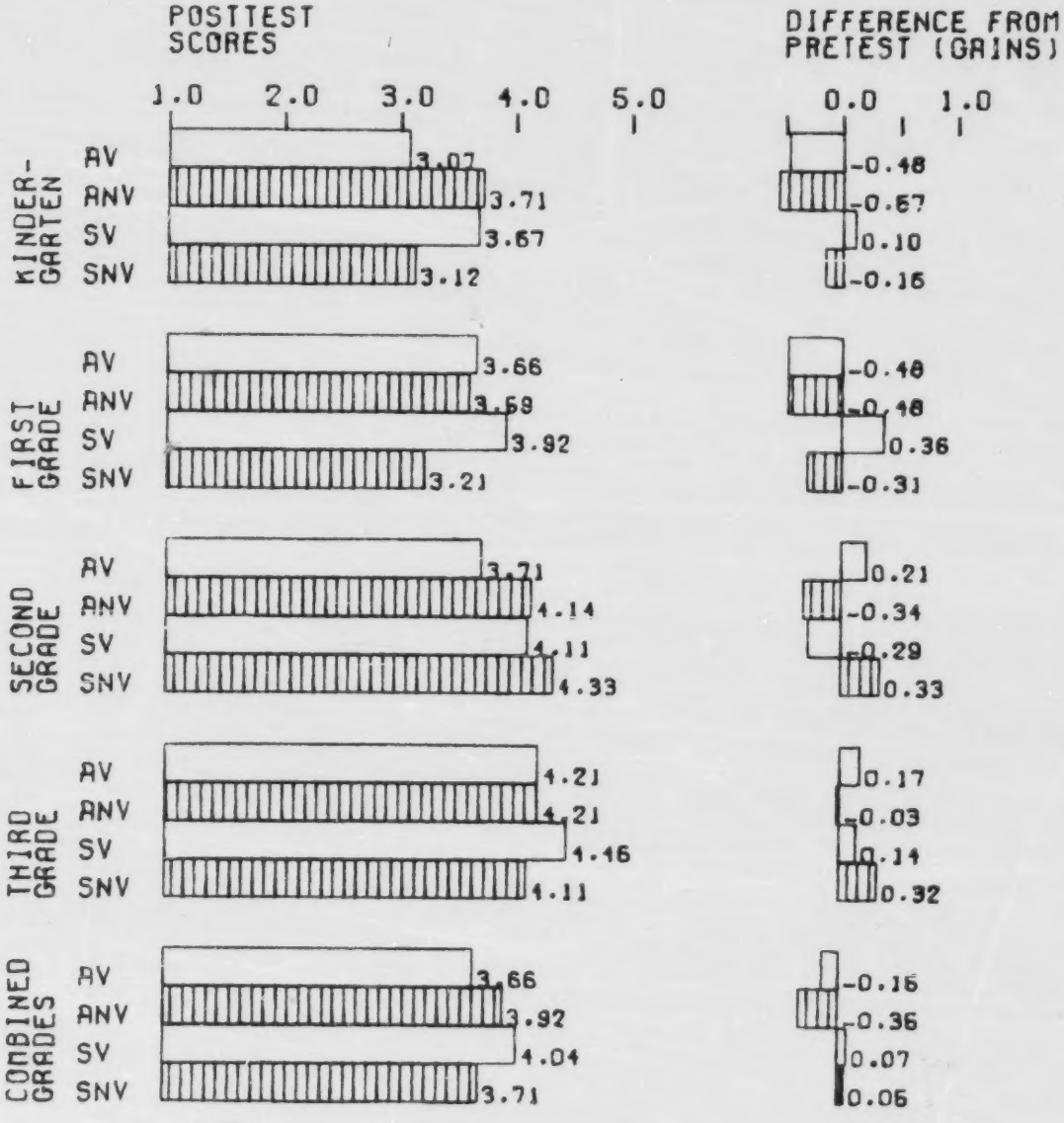


KEY

AV--AUSTIN VIEWERS
ANV--AUSTIN NONVIEWERS
SV--SEGUIN VIEWERS
SNV--SEGUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 47

SELF CONCEPT AVERAGE SCORES:
PLAYING WITH ENGLISH-SPEAKING FRIEND



KEY

AV-AUSTIN VIEWERS
ANV-AUSTIN NONVIEWERS
SV-SEGUIN VIEWERS
SNV-SEGUIN NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

Hearing parents speak Spanish - Austin second grade ($p<.01$).

Reversals were evident on three items where nonviewers made larger gains at a significant level than did the viewers:

Playing like a grown-up - Austin combined grades ($p<.05$);

Playing with Spanish-speaking friend - Seguin kindergarten ($p<.03$); and,

Something yours, no one else's - Seguin first grade ($p<.03$) and Seguin combined grades ($p<.01$).

Summary

None of the items pertaining to speaking English significantly differentiated between viewers and nonviewers. Also, no difference was seen in viewer/nonviewer responses in regard to parental attitude with school work. It is interesting to note that of the four items on which viewers made significant gains over nonviewers, the items dealt with speaking Spanish and the teacher's attitude toward school work. Only one reversal of significance was noted in the items related to speaking Spanish, and this was in the Seguin kindergarten.

Although gains of viewers were significant on items dealing with speaking Spanish when compared to nonviewers and no significance was noted on items dealing with speaking English, when scores were submitted to factor analysis and multiple discriminate analysis, no items or groups of items significantly differentiated between viewers and nonviewers. Results therefore tend to bear out the implications of the previous year's study which recommended that an instrument more sensitive and specific to the program's objectives be designed in order to measure the potential impact of CARRASCOLENDAS on a child's self concept.

S E C T I O N V I I I

PROCESS EVALUATION

Since the present Title VII grant did not provide for further television production, the components which remained included Education Service Center staff members only. These included personnel who conducted teacher workshops, distributed publicity and information regarding CARRASCOLENDAS and the Teacher Guide as well as compiling the Guide and a packet of visuals, and the evaluator. This chapter of the report will present a summary of activities and interaction among the Education Service Center CARRASCOLENDAS staff.

The Teacher Guide was completed prior to September, 1973, and publishers had the Guide and visual packet of materials ready for distribution one week after the initial KLRN viewing air date. The Guides were available prior to viewing through the Public Broadcasting Service to interested schools or teacher anywhere in the United States if ordered directly from the publishers.

A publicity folder was mailed to the following: State migrant directors, PBS stations, Title VII project directors, Office of Education directors, ESC media directors and newsletter editors, Spanish language newspapers, Editors of State teachers' magazines, Title I migrant directors in the Southwest, Texas politicians, and educators in the U. S. who had expressed prior interest in CARRASCOLENDAS.

The folder described the series and included a sheet with information regarding films, videocassettes, and the Teacher Guides (see Figure 48). Principals in all Region XIII schools received a complimentary copy of the Teacher Guide and a packet of visuals. Additionally, KLRN requested that all KLRN participating schools in Texas receive complimentary copies of the Teacher Guide. The Education Service Center complied, sending copies to all elementary schools specified. The series was also publicized in various Region XIII and national publications.

As mentioned in Chapter Two, the grant provided that a set of master tapes of the series be made available to the Education Service Center. Master tapes were sent a few at a time to a Hollywood studio by KLRN for transfer to film, and these had to be returned or forwarded to the PUblic Broadcasting Service and could not be kept in Hollywood.

FIGURE 48

AVAILABLE CARRASCOLENDAS MATERIALS

*FILMS

16 mm color film (kinescopes):
$69.82 per thirty minute program
or $4,189.20 for the entire series

VIDEOCASSETTES

Sony color 3/4" U-Matic videocassettes:
$77.50 per thirty minute program
or $4,650.00 for the entire series

AVAILABLE FROM:

Vidtronics Company, Inc.
855 North Cahuenga Boulevard
Hollywood, California 90038
Attention: Mr. Steve Terry

*TEACHER GUIDES

The guide and kit for the first thirty programs cost:

$4.50 (post paid) for 1-11 copies
$3.60 (plus postage) for 12 or more copies

The guide and kit for the second thirty programs cost:

$5.50 (post paid) for 1-11 copies
$4.50 (plus postage) for 12 or more copies

AVAILABLE FROM:

Aus-Tex Duplicators, Inc.
118 Neches
Austin, Texas 78701
Attention: Mr. Roy Braun

A complete set of master tapes was never released to the Service Center. Therefore, videocassettes could not be made available since master tapes are needed for dubbing onto videocassettes. As of the writing of this report, films of the third year 30 program series and 20 films of the fourth year program series were available to teachers. However, after four years the product which was to be the result of the Title VII funding (master tapes of the CARRASCOLENDAS series) is still not the property of the Education Service Center. Copies of the programs, however, will belong to the Education Service Center.

The Education Service Center staff also conducted CARRASCOLENDAS workshops where requested. The workshops illustrated methods whereby the programs could be reinforced in the classroom through the use of games, songs, and visuals provided with the Teacher Guide. Within Region XIII, 24 workshops were conducted at various schools. Four workshops were conducted out of Region at schools in Fairfax, Virginia; Denver, Colorado; and Lubbock and Houston, Texas. Two more workshops were presented in Denver to Teachers of English to Speakers of Other Languages and in New York at the Annual International Conference on Bilingual-Bicultural Education.

The evaluator worked closely with other CARRASCOLENDAS staff members at the Education Service Center in constructing the field experiment and revising the instruments for additional studies. The main time constraints in the project occurred in the fall. With the first program airing one week after school opened, it was impossible to pretest prior to that date. Experimental subjects had to postpone viewing of the series, missing the first five programs, in order to allow for pretesting.

Interviewers at both sites were contacted and trained in the methods of administering the evaluation instruments. In the workshop held for this purpose, scoring procedures were emphasized to stress the importance of accurate scoring. All interviewers participated in a reliability test to insure uniformity. Discrepancies were discussed until all interviewers scored sample questions and answers in a like manner.

Interaction with school officials was good, particularly with the Seguin schools and the Austin school of viewer subjects. Cooperation of school superintendents, principals, and teachers always plays an important role in the working conditions available to the evaluator for obtaining necessary data.

All data was collected by the end of December and the transfer of information to data cards was completed more efficiently. Data was key punched to cards directly from the instruments which were designed with this procedure in mind.

Since the project no longer involved various components, progress reports were generally conducted in discussion sessions. However, biweekly results of Teacher Diary comments were distributed within the Education Service Center CARRASCOLENDAS staff.

Although this was the last year of the project in which the Education Service Center staff would be involved, great effort was made to publicize the series and to aid teachers in incorporating the series into the daily classroom curriculum instruction. Materials which have been produced for teachers and films of the series will continue to be available to teachers within Region XIII. Therefore, efforts and products which were made possible through the Title VII grant will continue to be of use to teachers and children even after the termination of the funding period.

APPENDIXES

A P P E N D I X A

SUMMARY OF CARRASCOLENDAS IV PROGRAMS

SUMMARY OF CARRASCOLENDAS IV PROGRAMS

The 30 programs of the CARRASCOLENDAS series were outlined to demonstrate the use of the variety of television techniques employed, as well as the content areas treated, within each program. The format of each program varied and segments were not presented in the same order as listed.

Each program lists the television techniques employed, the content area (Self Concept, SC; History and Culture, H/C; Reading, R; English Language Skills, E; Spanish Language Skills, Sp; Math, M; Science, S), the language (Spanish, S; English, E) in which it was treated, and the length of the segment. Repetition of any segment within the same program is shown in parentheses, and the total time is indicated.

A description of the television techniques used follows:

Animation - Animated cartoon segments presented song segments for History and Culture (Cri Cri songs), Science (The Boat Song), and English Language Skills (The Copy Cats).

Dramatic - Humorous skits were enacted by a variety of characters who presented, demonstrated, and/or reinforced instructional concepts. The characters appeared in a variety of roles among which doll segments and marionettes were included. Songs appear under this heading since they basically fall under the dramatic category although concepts were presented musically.

Cameo - These are brief dramatic segments usually under one minute in length. They may be grouped under the following headings:

1. Guest Appearances - Children and adults, and occasionally characters, depicted or reinforced certain concepts.

2. Knock-Knock Jokes - Characters appeared in short segments to illustrate some familiar jokes or play on words in Spanish and English.

3. Dance Freeze - Characters danced until music stopped and presented a riddle or rhyme.

Film - Varied excursions were filmed to broaden the child's out-of-classroom horizons. These included films of three successful contemporary personalities (Chi Chi Rodríguez, Rita Moreno, and Ricardo Montalban).

The 30 program summaries follow.

PROGRAM 1

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
Marcha de las letras	H/C	S	2:02
Copy Cats #1	E	E	:52
DRAMATIC			
Name Segment	-	E & S	1:30
The Pumpkins #1	SC	S	1:41
Dolls: Segment #1 (2)	R	S	2:40
How Do You Speak To A Rose?	[illegible]	E	3:59
Market Place Rhyme #1	H/C	S	1:29
Agapito's Identity #1	SC	E	4:21
CARRASCOLENDAS Drill A	-	S	1:00
CAMEO			
Ala #1	R	S	:37
Ala #2	R	S	:16
Ala #3	R	S	:16
Anillo #1	R	S	:21
Anillo #2	R	S	:21
Arbol #1	R	S	:48
Riddle - el anillo #1	H/C	S	:18
Riddle - el anillo #2	H/C	S	:18
Knock-Knock #1	H/C	E & S	:17
Dance Freeze #1	H/C	S	:54
FILM			
Who Are You	SC	E	1:22
Arbol #3	R	S	:15

PROGRAM 2

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
Copy Cats #2	E	E	:52
La patita	H/C	S	1:52
DRAMATIC			
CARRASCOLENDAS Drill B	-	S	1:00
Agapito's Identity #2	SC	E	2:17
Dolls: Segment #2 (2)	R	S	2:24
The Pumpkins #2	SC	S	2:11
The Dress Shop	E	E	3:25
Market Place Rhyme #1	H/C	S	1:35
San Serafín	H/C	S	1:35
CAMEO			
Iglesia #2	R	S	:16
Imán #2	R	S	:50
Riddle - ¿Qué le dijo la vaca al borrego?	H/C	S	:15
Isla #2	R	S	:30
Knock-Knock #3	H/C	E & S	:14
FILM			
Hero Images #1	H/C	E	8:00
Iglesia #3	R	S	:20
Imán #1	R	S	:15
Isla #1	R	S	:15

PROGRAM 3

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
Copy Cats #3	E	E	:52
El ratón vaquero	H/C	S	1:49
DRAMATIC			
Agapito's Identity #3	SC	E	2:05
Dolls: Segment #3 (2)	R	S	2:44
Market Place Rhyme #1	H/C	S	:12
The Shoe Store	E	E	3:32
Do	E	E	2:57
CARRASCOLENDAS Drill #1	-	S	1:00
CAMEO			
Luna #1 (2)	R	S	:50
Luna #2	R	S	:26
Riddle - la luna	H/C	S	:35
Libro #1	R	S	:48
Libro #2 (2)	R	S	:56
Libro #3	R	S	:30
Dance Freeze #2	H/C	S	:30
The Pumpkins #3	SC	S	2:21
Don't/doesn't #1	E	E	1:12
Knock-Knock #7	H/C	E & S	:17
FILM			
Luna #3	R	S	:15
Sadness	SC	E	1:59
Leche #3 (2)	R	S	:30
Leche #4	R	S	:20

PROGRAM 4

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
Copy Cats #4 (2)	E	E	1:44
Gato de barrio	H/C	S	2:19
DRAMATIC			
CARRASCOLENDAS Drill #2	-	S	1:00
The Pumpkins #4	SC	S	2:14
Agapito's Identity #4	SC	E	2:45
Dolls: Segment #4	R	S	1:17
Baby Juana	E	E	:47
Days of the Week #1	E	E	2:46
Doña Blanca	H/C	S	2:07
Market Place Rhyme #3	H/C	S	1:32
The Restaurant #1	Sp	S	2:45
CAMEO			
Don't/doesn't #2	E	E	1:12
Mano #1	R	S	:34
Mano #2	R	S	:38
Riddle - la gata	H/C	S	:19
Mesa #1	R	S	:38
Mesa #2	R	S	:28
Dance Freeze #3	H/C	S	:30
Knock-Knock #6	H/C	E & S	:17
FILM			
Mamá #1	R	S	:15
Mamá #3	R	S	:20

PROGRAM 5

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
Copy Cats #5	E	E	:52
DRAMATIC			
Dolls: Segment #5	R	S	1:21
The Thumb Family	E	E	3:03
Market Place Rhyme #3	H/C	S	:15
The Restaurant #2	Sp	S	3:17
Agapito's Identity #5	SC	E	2:45
The Pumpkins #5	SC	S	2:43
Days of the Week #2	E	E	2:42
CAMEO			
Sala #1	R	S	1:12
Sala #2	R	S	:56
Sal #1	R	S	1:07
Thumb	E	E	:40
Riddle - la sal	H/C	S	:35
Knock-Knock #2	H/C	E & S	:14
Cocinero #1	Sp	S	:25
Sandía #2	R	S	1:02
Dance Freeze #4	H/C	S	:30
FILM			
Sal #2	R	S	:20
Sandía #1	R	S	:15
Di por qué	SC	S	2:01

PROGRAM 6

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
La burrita	H/C	S	2:03
DRAMATIC			
Dolls: Segment #6	R	S	1:26
The Pumpkins #6	SC	S	2:27
Agapito's Identity #6	SC	E	3:20
The Restaurant #3	Sp	S	4:24
Herman #1	SC	E	2:05
CAMEO			
Estufa #1	R	S	:25
Estufa #3	R	S	:43
Cocinero #2	Sp	S	:20
Escoba #1	R	S	:41
Escoba #2	R	S	:32
Elote #3a	R	S	1:24
Elote #3c	R	S	:42
FILM			
Hero Images #2	H/C	E	6:30
Elote #1	R	S	:10

PROGRAM 7

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
Thelma the Hippo	E	E	1:31
DRAMATIC			
Molcajete/pilón	H/C	S	:38
Agapito's Identity #7	SC	E	3:55
CARRASCOLENDAS Drill #3	-	S	1:00
Days of the Week #3	E	E	2:45
Herman #2	SC	E	2:05
The Pumpkins #7	SC	S	1:50
The Restaurant #4	Sp	S	3:51
Dolls: Segment #7	R	S	1:27
CAMEO			
Dance Freeze #5	H/C	S	:30
Oreja #2	R	S	:17
Oso #2	R	S	:15
Cuchara	Sp	S	:15
Tenedor	Sp	S	:15
Cuchillo	Sp	S	:14
Knock-Knock #11	H/C	E & S	:18
Ocho #1	R	S	:54
Ocho #2	R	S	:37
FILM			
Oreja #1	R	S	:15
Professions #3	Sp	S	:40
Matarile (cocinero)	H/C	S	1:06
Oso #1	R	S	:15
Did You Ever	SC	E	1:45

PROGRAM 8

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*La patita	H/C	S	1:52
Copy Cats #6	E	E	:52
DRAMATIC			
CARRASCOLENDAS Drill #4	-	S	1:00
Agapito's Identity #8	SC	E	5:12
El Atole	H/C	S	1:17
Atole/crema	Sp	S	:32
Dolls: Segment #8	R	S	1:22
Herman #3	SC	E	3:22
The Pumpkins #8	SC	S	2:10
Days of the Week #4	E	E	2:56
Los viejitos	H/C	S	3:54
CAMEO			
Nido #1	R	S	:53
Nopal #1	R	S	:32
Knock-Knock #10	H/C	E & S	:17
FILM			
Nariz #1	R	S	:15
Nido #2	R	S	:15

PROGRAM 9

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
Andrew Kangaroo	E	E	:30
DRAMATIC			
Days of the Week #5	E	E	2:55
Agapito's Identity #9	SC	E	2:42
Dolls: Segment #9	R	S	1:29
The Pumpkins #9	SC	S	1:47
Happy Hats	E	E	4:40
Herman #4	SC	E	1:47
Mechanic #1	Sp	S	2:27
CAMEO			
Tapa #1	R	S	1:01
Tapa #2	R	S	1:26
Taza #1 (2)	R	S	:50
Knock-Knock #9	H/C	E & S	:15
Tomate #1	R	S	1:00
Tomate #2	R	S	:16
FILM			
Love	SC	E	1:27

PROGRAM 10

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Copy Cats #1	E	E	:52
DRAMATIC			
Zoquetal/lodo	Sp	S	1:00
Herman #5	SC	E	1:46
*San Serafín	H/C	S	1:35
Dolls: Segment #10	R	S	1:29
Rose	E	E	1:36
The Pumpkins #10	SC	S	2:21
Market Place Rhyme #2	H/C	S	1:45
Agapito's Identity #10	SC	E	1:50
Mechanic #2	Sp	S	2:00
CAMEO			
Uno #1	R	S	:40
Uva #1	R	S	:25
Uva #2	R	S	1:22
Uña #1	R	S	:23
Uña #2	R	S	:47
Riddle - el reloj	H/C	S	:23
FILM			
Hero Images #3	H/C	E	6:30

PROGRAM 11

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Copy Cats #2	E	E	:52
*Gato de barrio	H/C	S	2:19
DRAMATIC			
Mechanic #3	Sp	S	3:21
Follow Me #1 - Through	E	E	1:22
The Skating Lesson	E	E	2:54
Herman #6	SC	E	1:26
Dolls: Segment #11	R	S	1:36
Desarmador/destornillador	Sp	S	:40
Agapito's Identity #11	SC	E	1:15
Tenazas/alicate/pinzas	Sp	S	:46
The Cobbler	E	E	1:43
Market Place Rhyme #2	H/C	S	:24
Days of the Week #6	E	E	2:39
CAMEO			
Pelota #1	R	S	:25
Pelota #2	R	S	:28
Pelota #3	R	S	:26
Through	E	E	:10
Papa #1	R	S	:18
Papa #2	R	S	:48
Pie #1	R	S	:50
FILM			
*Who Are You?	SC	E	1:22
Matarile (mecánico)	H/C	S	1:06

PROGRAM 12

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*La burrita	H/C	S	2:03
*Copy Cats #3	E	E	:52
DRAMATIC			
Days of the Week #7	E	E	2:34
Dolls: Segment #12	R	S	1:22
Follow Me 2 - On Top Of	E	E	1:23
Market Place Rhyme #4	H/C	S	1:23
Agapito's Identity #12	SC	E	2:00
Sewing #1	Sp	S	2:36
*The Dress Shop	E	E	3:25
Herman #7	SC	E	1:48
El gallo tuerto	H/C	S	3:30
CAMEO			
*Riddle - ¿Qué le dijo la vaca al borrego?	H/C	S	:15
Cama #1	R	S	1:06
Cama #2	R	S	:18
Sewing - costurera	Sp	S	:17
Sewing - aguja	Sp	S	:19
Sewing - hilo	Sp	S	:17
Sewing - máquina de coser	Sp	S	:20
Cola #2	R	S	:23
On Top Of	E	E	:10
FILM			
Casa #1	R	S	:15
Casa #3	R	S	:10
Cola #1	R	S	:15
Professions #4 - mecánico	Sp	S	:40

PROGRAM 13

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Marcha de las letras	H/C	S	2:02
*Copy Cats #4	E	E	:52
DRAMATIC			
Sewing #2	Sp	S	3:10
Follow Me #3 - Side By Side	E	E	1:28
Market Place Rhyme #4	H/C	S	:10
*Baby Juana	E	E	:47
Dolls: Segment #13	R	S	1:33
Look At #1	E	E	2:06
Getting Sick #1	Sp	S	2:21
Playing Fireflies	E	E	2:55
CAMEO			
Dance Freeze #7	H/C	S	:30
*Riddle - la luna	H/C	S	:35
Knock-Knock #15	H/C	E & S	:16
Rama #1	R	S	:54
Rama #2	R	S	:15
Rosa #1	R	S	:35
Ratón #2	R	S	:46
Side By Side	E	E	:10
Garganta	Sp	S	:21
Catarro	Sp	S	:18
Enfermo	Sp	S	:15
FILM			
*Sadness	SC	E	1:59
Professions #5 - costurera	Sp	S	:40
Matarile (costurera)	Sp	S	1:06
Rosa #3	R	S	:15
Ratón #1	R	S	:15

PROGRAM 14

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Copy Cats #5	E	E	:52
Ricky the Rabbit	E	E	:45
DRAMATIC			
Dolls: Segment #14 (2)	R	S	2:54
Hidin' Spook	E	E	3:35
La Jesusita	H/C	S	3:02
Follow Me #4 - Back To Back	E	E	1:23
Getting Sick #2	Sp	S	3:10
Mouse/mice #1	E	E	1:31
Look At #2a, b, c	E	E	5:46
CAMEO			
Pera #1	R	S	:22
Pera #2	R	S	:29
Doctor	Sp	S	:13
Enfermera	Sp	S	:09
Enfermera/doctor	Sp	S	:11
Inyección	Sp	S	:13
Back To Back	E	E	:10
Toro #2	R	S	:47
Mouse	E	E	:22
Cara #2	R	S	:14
FILM			
Toro #1 (2)	R	S	:20
Cara #1	R	S	:15

PROGRAM 15

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Thelma the Hippo (?)	E	E	3:02
*La patita	H/C	S	1:52
DRAMATIC			
Dolls: Segment #15	R	S	1:32
Mouse/mice #2 (?)	E	E	2:50
Liquids, Solids & Gases #1	S	E	3:17
Teacher #1	Sp	S	4:15
Getting Sick #3	Sp	S	2:11
CAMEO			
Knock-Knock #13	H/C	E & S	:18
Dance Freeze #8	H/C	S	:30
*Riddle - la gata	H/C	S	:19
Disco #1	R	S	1:32
Dedo #1	R	S	:39
Dedo #2	R	S	:17
Dedo #3	R	S	:27
Dos #2	R	S	1:16
Dos #3	R	S	:28
Medicina #1	Sp	S	:17
Medicina #2	Sp	S	:17
Medicina #3	Sp	S	:18
FILM			
*Dí por qué	SC	S	2:01
Dos #1	R	S	:10

PROGRAM 16

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Copy Cats #6 (2)	E	E	1:44
DRAMATIC			
Pegadura/pega	Sp	S	:32
*Happy Hats	E	E	4:40
Teacher #2	Sp	S	3:42
Getting Sick #4	Sp	S	4:32
Dolls: Segment #16	R	S	1:23
Liquids, Solids & Gases #2	S	E	1:29
What Did Herman Do? #1	E	E	1:01
Market Place Rhyme #5	H/C	S	1:29
CAMEO			
Barco #1	R	S	:30
Barco #3	R	S	:17
Burro #3	R	S	:29
Go/went	E	E	:23
Burro #4	R	S	:45
Bate #2	R	S	:35
Knock-Knock #20	H/C	E & S	:18
Bate #3	R	S	:25
FILM			
Professions #1	Sp	S	:40
Matarile (maestra)	H/C	S	1:06
Barco #2	R	S	:10
Burro #1	R	S	:10

PROGRAM 17

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*El ratón vaquero	H/C	S	1:49
*Andrew Kangaroo	E	E	2:30
DRAMATIC			
Dolls: Segment #17	R	S	1:28
Liquids, Solids & Gases #3	S	E	:20
What Did Herman Do? #2	E	E	1:01
Telling Time #1	M	E	4:30
Foot-Feet Race	E	E	6:48
Market Place Rhyme #5	H/C	S	:15
*Doña Blanca	H/C	S	2:00
CAMEO			
Vela #1	R	S	:19
Vela #3	R	S	1:07
Knock-Knock #21	H/C	E & S	:15
Riddle - el huevo	H/C	S	:20
Sit/sat	E	E	:25
Dance Freeze #9	H/C	S	:30
Vaso #1	R	S	:37
Vaso #2	R	S	1:00
Vaca #2 (2)	R	S	1:16
FILM			
Vaca #1	R	S	:15

PROGRAM 18

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Ricky the Rabbit	E	E	:45
DRAMATIC			
Dolls: Segment #18	R	S	1:23
Market Place Rhyme #5	H/C	S	:15
Telling Time #2	M	S	:48
Liquids, Solids & Gases #4	S	E	2:54
Carpenter #1	Sp	S	3:30
What Did Herman Do? #3	E	E	1:01
*El Atole	H/C	S	1:17
Foot-Feet Song #1	E	E	1:13
CAMEO			
Flor #1	R	S	:44
Flor #2	R	S	1:10
Falda #3 (2)	R	S	1:34
Foco #2	R	S	:30
Telling Time #1	M	S	:30
Riddle - el plato y la cuchara	H/C	S	:35
Drink/drank	E	E	:28
FILM			
*Hero Images #1	H/C	E	8:00

PROGRAM 19

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Gato de barrio	H/C	S	2:19
DRAMATIC			
Liquids, Solids & Gases #5	S	E	1:20
Dolls: Segment #19 (2)	R	S	3:04
Telling Time #3	M	E	2:21
What Did Herman Do? #4	E	E	1:01
Carpenter #2	Sp	S	2:58
Market Place Rhyme #6	H/C	S	1:39
*Foot-Feet Song #2 (2)	E	E	3:30
CAMEO			
Queso #1	R	S	:40
Queso #2 (2)	R	S	1:24
Quiero #1	R	S	1:02
Quiero #2	R	S	1:00
¿Qué? #1	R	S	1:00
Knock-Knock 25	H/C	E & S	:18
Riddle - la cebolla	H/C	S	:18
Dance Freeze #10	H/C	S	:30
Write/wrote	E	E	:27
FILM			
*Love	SC	E	1:27

PROGRAM 20

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Copy Cats #1	E	E	:52
DRAMATIC			
Carpenter #3	Sp	S	1:18
Liquids, Solids & Gases #6	S	E	7:02
Market Place Rhyme #6	H/C	S	:22
Telling Time #4	M	E	1:47
What Did Herman Do? #5	E	E	1:01
Dolls: Segment #20	R	S	1:24
*San Serafín	H/C	S	1:35
*How Do You Speak To A Rose?	E	E	3:59
CAMEO			
Stand/stood	E	E	:25
Llama #2	R	S	:45
Llama #3 (2)	R	S	:56
Knock-Knock #24	H/C	E & S	:16
Llanta #2	R	S	:20
*Riddle - el reloj	H/C	S	:23
Llave #2	R	S	1:13
FILM			
Professions #2	Sp	S	:40
Matarile (carpintero)	Sp	S	1:06
Llama #1	R	S	:15
Llanta #1	R	S	:15
Llave #1	R	S	:15
Llave #3	R	S	:15

PROGRAM 21

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Copy Cats #2	E	E	:52
*La burrita	H/C	S	2:03
DRAMATIC			
*Mouse/mice #1	E	E	1:31
Dolls: Segment #21 (2)	R	S	3:06
Telling Time #5	M	S	4:40
The Boat Test	S	E	3:31
*Follow Me #1 - Through	E	E	1:22
Market Place Rhyme #6	H/C	S	:22
*Playing Fireflies	E	E	2:55
CAMEO			
Yo #1 (2)	R	S	1:42
Yoyo #2 (2)	R	S	1:24
Dance Freeze #11	H/C	S	:30
*Mouse	E	E	:22
Knock-Knock #26	H/C	E & S	:17
*Riddle - el anillo (2)	H/C	S	:18
*Through	E	E	:10
FILM			
*Who Are You	SC	E	1:22

PROGRAM 22

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Copy Cats #3	E	E	:52
DRAMATIC			
Liquids, Solids & Gases #7	S	E	3:23
Telling Time #6	M	S	:48
Dolls: Segment #22	R	S	1:25
*Follow Me #2 - On Top Of	E	E	1:22
Pie Cutting #1	Sp	S	2:55
*Mouse/mice #2	E	E	1:25
*Doña Blanca	H/C	S	2:07
CAMEO			
Gato #2	R	S	:28
Gato #3	R	S	:43
Knock-Knock #27	H/C	E & S	:18
Gorila #2 (2)	R	S	1:20
*Riddle - la luna	H/C	S	:35
Telling Time #2	M	S	:37
Gorra #1	R	S	:40
Gorra #2	R	S	:10
*Dance Freeze #1	H/C	S	:30
*On Top Of	E	E	:10
FILM			
*Hero Images #2	H/C	E	6:30
Gato #1	R	S	:10
Gorila #1	R	S	:10

PROGRAM 23

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Marcha de las letras	H/C	S	2:02
*Copy Cats #4	E	E	:52
DRAMATIC			
Pie Cutting #2	Sp	S	3:30
*Follow Me #3 - Side By Side	E	E	1:28
Dolls: Segment #23	R	S	1:31
*Hidin' Spook	E	E	3:35
Telling Time #7	M	E	2:55
Liquids, Solids & Gases #8	S	E	2:35
Market Place Rhyme #8	H/C	S	1:27
CAMEO			
Chicle #1 (2)	R	S	1:10
Chicle #2	R	S	:31
Knock-Knock #28	H/C	E & S	:17
Chivo #2	R	S	:36
*Dance Freeze #2	H/C	S	:30
Chango #1	R	S	:23
Chango #2	R	S	:33
*Riddle - ¿Qué le dijo la vaca al borrego?	H/C	S	:15
*Side By Side	E	E	:10
FILM			
*Sadness	SC	E	1:59
Chivo #1	R	S	:10

PROGRAM 24

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Ricky the Rabbit	E	E	:45
The Boat Test	S	E	1:21
DRAMATIC			
Dolls: Segment #24 (2)	R	S	3:06
*Follow Me #4 - Back To Back	E	E	1:23
Pie Cutting #3	Sp	S	2:36
Market Place Rhyme #8	H/C	S	:12
Telling Time #8	M	E	:36
*Herman #3	SC	E	3:22
Liquids, Solids & Gases #9	S	E	1:45
*Do	E	E	2:57
*El atole	H/C	S	1:17
CAMEO			
*Don't/doesn't #1	E	E	1:00
Zapato #2	R	S	:26
Zapato #3 (2)	R	S	1:24
Zorra #3 (2)	R	S	1:24
Knock-Knock #30	H/C	E & S	:19
*Dance Freeze #3	H/C	S	:30
Zanahoria #2 (2)	R	S	1:12
Zanahoria #3	R	S	:15
*Riddle - la gata	H/C	S	:19
*Back To Back	E	E	:10
FILM			
Zanahoria #1	R	S	:10
Zorra #1	R	S	:10

PROGRAM 25

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*La patita	H/C	S	1:52
*Copy Cats #5	E	E	:52
DRAMATIC			
*Foot-Feet Race	E	E	6:48
*The Thumb Family	E	E	3:03
Dolls: Segment #25	R	S	1:31
Market Place Rhyme #8	H/C	S	:12
Lotería #1	Sp	S	2:58
*Herman #4	SC	E	1:47
CAMEO			
Jabón #1 (2)	R	S	:56
Jaula #1 (2)	R	S	1:00
Jaula #2	R	S	:27
Knock-Knock #13	H/C	E & S	:14
Jarra #1 (2)	R	S	1:20
*Riddle - la sal	H/C	S	:35
*Dance Freeze #4	H/C	S	:30
FILM			
*Di por qué	SC	S	2:01
Jabón #2	R	S	:10

PROGRAM 26

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Thelma the Hippo	E	E	1:31
DRAMATIC			
*The Shoe Store	E	E	3:32
Lotería #2	Sp	S	2:15
*Rose	E	E	1:36
Dolls: Segment #26	R	S	1:22
*Los viejitos	H/C	S	2:54
*Foot-Feet Song #1	E	E	1:13
*San Serafín	H/C	S	1:35
CAMEO			
*Riddle - el huevo	H/C	S	:20
Hoja #2	R	S	:28
Hoja #3	R	S	:20
Knock-Knock #12	H/C	E & S	:17
Humo #1	R	S	:25
Hilo #1	R	S	:35
Hilo #2	R	S	:25
FILM			
*Hero Images #3	H/C	E	6:30
Hoja #1	R	S	:10
Humo #2	R	S	:10

PROGRAM 27

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*El ratón vaquero	H/C	S	1:49
*The Boat Test	S	E	1:21
DRAMATIC			
*The Cobbler	E	E	1:43
Dolls: Segment #27a (2)	R	S	3:24
Market Place Rhyme #9	H/C	S	1:27
Lotería #3	Sp	S	2:15
*Telling Time #3	M	E	2:21
Dolls: Segment #27b	R	S	1:25
*Foot-Feet Song #2	E	E	1:30
CAMEO			
*Don't/doesn't #2	E	E	1:00
Cebolla #1	R	S	:18
Cebolla #2	R	S	:17
Cebolla #3	R	S	:18
Cebolla #4	R	S	:20
Cinco #1	R	S	:22
Cinco #2	R	S	:54
Cinco #3	R	S	:50
Knock-Knock #8	H/C	E & S	:16
Cepillo #1	R	S	:31
Cepillo #3	R	S	:34
Circo #2	R	S	:30
*Dance Freeze #5	H/C	S	:30
*Riddle - la cebolla	H/C	S	:18
FILM			
*Did You Ever	SC	E	1:45
Cepillo #2	R	S	:10
Circo #1	R	S	:10

PROGRAM 28

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Copy Cats #6	E	E	:52
DRAMATIC			
*The Skating Lesson	E	E	2:54
Market Place Rhyme #9	H/C	S	1:27
Dolls: Segment #28 (2)	R	S	3:10
*Telling Time #4	M	E	1:47
Lotería #4	Sp	S	2:01
*Happy Hats	E	E	4:40
*Agapito's Identity #4	SC	E	2:45
*Doña Blanca	H/C	S	2:07
CAMEO			
*Riddle - el plato y la cuchara	H/C	S	:35
Baño #2 (2)	R	S	:56
Moño #2	R	S	:24
Moño #3 (2)	R	S	1:02
Dance Freeze #6	H/C	S	:30
Knock-Knock #14	H/C	E & S	:16
Riddle - la pera	H/C	S	:36
FILM			
Baño #1	R	S	:10
Niña #1 (2)	R	S	:30

PROGRAM 29

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*Gato de barrio	H/C	S	2:19
*Andrew Kangaroo	E	E	2:30
DRAMATIC			
Dolls: Segment #29 (2)	R	S	2:50
Market Place Rhyme #9	H/C	S	1:27
*Playing Fireflies	E	E	2:55
*Telling Time #7	M	E	2:55
Lotería #5	Sp	S	2:22
*The Boat Test	S	E	3:31
CAMEO			
*Dance Freeze #7	H/C	S	:30
Perro #3	R	S	:53
Carro #3	R	S	:13
Knock-Knock #17	H/C	E & S	:20
Burro #3	R	S	:29
Burro #4	R	S	:45
FILM			
*Love	SC	E	1:27
Perro #1	R	S	:10
Carro #1	R	S	:15
Carro #2	R	S	:20
Burro #2	R	S	:10

PROGRAM 30

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
*La burrita	H/C	S	2:03
*The Boat Test	S	E	1:21
*Thelma the Hippo	E	E	1:31
DRAMATIC			
*Hidin' Spook	E	E	3:35
*Telling Time #8	M	E	:36
Dolls: Segment #30	R	S	1:37
*Agapito's Identity #6	SC	E	3:20
*How Do You Speak To A Rose?	E	E	3:59
*Mouse/mice #1	E	E	1:31
CAMEO			
*Riddle - el reloj	H/C	S	:23
Gelatina #1 (2)	R	S	2:30
Gente #2 (2)	R	S	1:32
Knock-Knock #30	H/C	E & S	:19
Gigante #1 (2)	R	S	1:45
*Dance Freeze #8	H/C	S	:30
FILM			
Gelatina #2	R	S	:10
Gente #1	R	S	:10

A P P E N D I X B

INSTRUCTIONAL OBJECTIVES

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The instructional objectives which are the basis of the 30 program series, CARRASCOLENDAS, were prepared by the curriculum staff of the Education Service Center, Region XIII.

The objectives are divided into seven content areas: English Language Skills, History and Culture, Math, Reading, Science, Self Concept, and Spanish Language Skills. English Language Skills were treated exclusively in English in the programs; History and Culture, Reading, and Spanish Language Skills were treated exclusively in Spanish; and, Math, Science, and Self Concept were treated in both Spanish and English.

Consultants met with the curriculum staff in outlining specific material for each of the content areas. A list of consultants is included at the end of the list of objectives presented below.

The instructional objectives were submitted to the production staff who then reduced or altered the number of objectives which would be incorporated into the series. A comprehensive list of the objectives designated by the curriculum staff follows. Asterisks denote those objectives actually presented in the series. Whenever portions of an objective were used, those portions are underlined. Additional content or vocabulary, not designated by the curriculum staff but included by the production staff, is mentioned in italics.

ENGLISH LANGUAGE SKILLS

1. The child can correctly use the present progressive tense using contracted forms of the auxiliary "to be."

2. The child can correctly use the words "any," "anything," "anywhere," and "anybody" in negative sentences.

3. The child can correctly use adjectives before the noun which they modify.

* 4. The child can correctly make statements using the verb "look at."

* 5. The child can correctly produce sentences of the following types:
Do/Does + subject + verb (pres. tense) + (modifiers)

* 6. The child can correctly produce sentences of the following types:
Subject + don't/doesn't + verb (pres. tense) + modifiers

* 7. Given a situation which elicits usage of the comparative or superlative forms of "good," "bad," and "little," the child will say "better," "best;" "worse," "worst;" and "smaller," "smallest."

* 8. The child can correctly use the irregular plural form of the following nouns: mouse, child, woman, foot, and tooth.

9. The child can correctly use either of the following expressions of future time:
Subject + will + verb OR Subject + to be + going to (verb)

10. The child can correctly use both of the superlative forms of adjectives:

a. adjective + "-est"

b. "the most" + adjective

*11. The child can correctly use the irregular past tense of the following verbs:
went, ate, sat, drank, took, bought, saw, met, hid, brought, wrote, said, *did*

12. The child can correctly use possessive adjectives which agree with the possessor.

13. The child can correctly use the contracted forms of the verb "to be."

14. The child can correctly use the contracted form of the present perfect tense.

*15. The child can correctly use the comparative forms of the following adjectives:
fast, slow, high, low

16. In speaking, the child will correctly use the third person singular present tense morpheme for the following verbs:

I	II	III
take	give	watch
eat	fly	push
drink	swim	catch
sleep	run	match
wake	play	pitch
hit	buy	
laugh	pay	
put away	read	
want	throw out	
pick up	bring	
get	pull	
	swallow	
	cry	

17. The child can correctly use the word "some" in the following ways:

    a. referring to singular mass nouns

    b. referring to plural count nouns

18. The child can correctly ask questions beginning with:

    a. "Is there" + singular subject

    OR

    b. "Are there" + plural subject

19. The child will use the words "this" and "these," "that" and "those" to indicate appropriately the distance between the speaker and object(s).

20. The child can correctly use expressions of cause-effect relationships with:
"so" + subject + verb + (modifiers)

21. The child correctly uses short-form answers with "be," "can," "do," and "will."

22. The child can correctly use expressions dealing with illness of the following types:

    a. my + _____ + hurt(s)

    b. I have a _____ache.

23. The child can correctly use personal pronouns in agreement with antecedents in subject position.

24. The child can correctly use the indefinite article before nouns indicating profession together with contracted forms of the verb "to be."

25. The child can correctly use the indefinite article "an" before words beginning with a vowel sound.

26. The child can correctly use the possessive pronoun "mine" in reference to a plural antecedent.

27. The child can correctly use "on:"

    a. indicating position with an upper surface as compared to "off"

    b. indicating being inside the vehicles: plane, bus, train

    c. in the idiomatic expression "turn on" + "the" + electrical devices

    d. "put on" + possessive adjective + article of clothing

28. The child can correctly verbalize the following rational concepts:

    a. Position: over, under, around, through, on top of, in front of, in back of, next to, between, beneath, on the other side of, side by side, back to back, facing

    b. Distance: near, close by, far, far away

    c. Size relationship: big, small, little, short, tall, skinny, fat

    d. Amount or number: all-none, more-less, a couple, a few, a lot of, many, much, empty, full

    e. Temporal: early, late, before, after, yesterday, soon, tomorrow, tonight, next week, today, days of the week

    f. Tactile: rough, smooth, sticky, soft, hard, hot, cold

g. Weight: heavy, light

* h. Audiotry: loud, soft, noisy, quiet, high, low

29. The child can correctly use the following verbs to describe the appropriate situations:

a. to throw away

b. to get embarrassed

c. to look at

30. The child can correctly repeat words containing the sounds:

a. /ə/ of duck

* b. /z/ of rose

c. /ʊ/ of book

d. /ɛ/ of get

* e. /I/ of bit

f. /v/ of vase

g. /ɔ/ of dog

* h. /θ/ of thumb

* i. / / of this

* j. initial s + consonant of stop, speak, skip

k. initial aspirated /p/ of puzzle

l. initial aspirated /t/ of tail

* m. /sh/ of shoe

HISTORY AND CULTURE

* 1. After being exposed to at least three authentic Spanish songs representative of Hispanic or Mexican-American culture, the child will be able to sing at least one verse of one of the songs.

* 2. After being exposed to at least three rhymes which are authentic and representative of Hispanic or Mexican-American culture, the child will be able to recite a rhyme when asked to do so.

* 3. After being exposed to several riddles which are authentic and representative of Hispanic or Mexican-American culture, the child will be able to recite a riddle when asked to do so.

* 4. After being exposed to at least two games which are authentic and representative of Hispanic or Mexican-American culture, the child will be able to participate in one game when asked to do so.

* 5. After being exposed to several dances which are authentic and representative of the Hispanic or Mexican-American culture, the child will be able to participate in one dance when asked to do so.

6. After being exposed to a story about a nacimiento, the child will be able to identify related pictures taken directly from the television series.

7. After being exposed to a story about a posada, the child will be able to identify related pictures taken directly from the television series.

8. After being exposed to a story about Día de los Reyes, the child will be able to identify related pictures taken directly from the television series.

9. After being exposed to a story about el bolo, the child will be able to identify related pictures taken directly from the television series.

10. After being exposed to a story about the padrinos y madrinas, the child will be able to identify related pictures taken directly from the television series.

11. After being exposed to a story about a fiesta de quinceañera, the child will be able to identify related pictures taken directly from the television series.

*12. After being exposed to stories and pictures about contemporary successful Mexican-Americans, the child will be able to identify them by:

a. pointing to the correct picture

b. answering the question:
What does he/she do?

13. Given the items and statements listed below the child will separate the cards into two sets.

Items:
Set A - 5 pictures telling the story of Abraham Lincoln
Set B - 5 pictures telling the story of Benito Juarez

Statements:
Here are two sets of pictures. Find the ones that are about Abraham Lincoln and put them over here.

14. After finishing the above task the child can order each set when asked to do so.

15. After finishing the above task the child can finish the following statement:

Examiner:
These pictures tell the story of Abraham Lincoln and these others tell the story of _____ _____
(Benito Juarez)

16. After finishing the above task the child will be able to name two ways in which these men were alike.

17. After being exposed to three stories (with related pictures) having to do with early Texas history and its Mexican settlers, the child will be able to identify one of the stories by pointing to its related pictures.

MATH

1. Given the items, statements and questions listed below, the child can verbalize that it is a set of X number.

   Items:
   a. eleven green toothpicks

   b. twelve red toothpicks

   c. thirteen blue toothpicks

   d. fourteen yellow toothpicks

   e. fifteen orange toothpicks

   Ten of the toothpicks in each set should be bound together and the others left separate.

   Statement:
   This is a set of (yellow) toothpicks. There are ten in this set that have been(tied/stacked/bound) together.

   Question:
   How many are there altogether?
   OR
   How many members in the set of (yellow) toothpicks?

2. Given several non-equivalent sets, all of which contain from eleven through fifteen items, and asked which one is a set of X number of items, the child can indicate the correct answer by pointing to the set of X number of items.

3. The child can select any numeral from eleven through fifteen when asked to do so.

4. Given the items listed below, the child can match the sets with their corresponding numerals.

   Items:
   a. sets of objects eleven through fifteen

   b. numerals eleven through fifteen

5. Given the items and statements listed below, the child can match the numerals to their corresponding sets.

   Items:
   a. a collection of sticks, pencils, or other objects, some of them bundled into sets of ten

   b. numerals eleven through fifteen

   Statements:
   Read this number for me (present one of the numerals). Show me with the sticks how many this number means.

6. After completing the above task and given the numeral 14, the child can answer the following questions:

   a. Can you tell me what the one means?

   b. And what the four means?

7. Given a multiplication expression like 3x2, 4x3, 3x5 (not more than 5 members in each set), the child can read the expression when asked to do so.

8. Given the items and statements listed below, the child can select the correct display:

   Items:
   15 small cubes (wooden or plastic)

   Statements:
   Here are some cubes.
   Show me 2 sets of 5.
   Show me 3 sets of 4.
   Show me 4 sets of 2.

9. Given a multiplication expression like 3 x 2 = ☐ (no product greater than 12), the child can read it as:

   "Three times two equals box."

10. After completing the preceding task, and given the items and statements listed below, the child can select the correct display:

Items:

a. cards with multiplication expressions (no product greater than 15)

b. 15 small cubes

Statements:

Show me with the cubes/blocks how we can find out what number goes in the box.

*11. Given the items and statements listed below, the child will place the big hand of the clock on 12.

Items:

clock face with moveable hands

Statements:

The hands of this clock are moveable. Can you show me the o'clock position?

*12. Given the same item as above, the child will place the big hand of the clock on 6 when asked:

Can you show me the half-hour position?

*13. Given a clock face set on the hour, the child can state the time.

*14. Given a clock face with moveable hands, the child can set the hands to indicate a given time restricted to hours and half hours.

15. Given the items and statements listed below, the child will display sufficient coins to make a given amount:

Items:

a. a collection of coins that includes pennies, nickels, dimes, and quarters

b. cards that say:
3¢, 5¢, 8¢, 10¢, 12¢, 25¢, 15¢, 20¢

Statements:

This cards says X cents. Show me enough money to be worth X cents.

16. Given the items and statements listed below, the child will display sufficient coins to make the given amount:

    Items:

    a. a collection of coins that includes pennies, nickels, and dimes

    b. cards showing models of a nickel and a dime

    Statements:

    c. (Holding up the nickel model) Show me enough pennies to buy as much as this nickel.

    d. (Holding up the dime model) Show me enough pennies to buy as much as this dime will buy.

    e. Now show me enough nickels and pennies to buy as much as this dime will buy.

    f. Now show me enough nickels you would need to buy as much as this dime will buy.

17. Given like regions cut into equal parts of 2, 3, and 4 pieces, the child can indicate which one is 1/2, 1/3, and 1/4 of the whole.

18. Given the items and statements listed below, the child can indicate the correct fraction:

    Items:

    Several regions which look like pies which have been cut into two pieces but only one region has been cut into equivalent pieces.

    Statements:

    Here are three pies. Each has been cut into two pieces. Show me a piece which is half of the pie.

19. Given the items and statements listed below, the child can indicate the correct fraction by pointing:

Items:

a. Three trays holding two paper plates each

b. 18 cookies

(1) 2 in one plate, 4 in the other

(2) 5 in one plate, 1 in the other

(3) 3 in one plate, 3 in the other

Statement:

Show me the tray in which each plate has half the cookies.

20. Given the items and statements listed below, the child will separate correctly the items into two sets:

Items:

a. a piece of chalk

b. a piece of string two feet long

c. a magazine more than 12"

d. a yardstick

e. small scissors

f. a box of crayolas

Statements:

Some of these things measure more and some measure less than a foot. Can you pick out the ones that measure more than a foot and put them over here?

21. Given the items and questions listed below, the child will identify the items requested by pointing:

Items:

a. a strip of colored paper one inch long

b. a strip of colored paper six inches long

c. 12 inch ruler

d. a yardstick

Statements:
Show me which of these measures a foot, an inch, six inches, three feet.

22. Given the items and statements listed below, the child will demonstrate that 12 inches make a foot.

Items:
a. 15 one-inch strips of cardboard

b. 12 inch ruler

Statements:
This measures one foot (ruler), and this measures one inch (cardboard). Show me how many of these strips it takes to make a foot.

23. Given the items and statements listed below, the child can point to the correct container:

Items:
a collection of containers for an ounce, a cup, and a quart

Statements:
Here are three containers. Show me which one holds an ounce/a cup/a quart.

24. Given any of the items above, the child can identify it by saying its name (ounce, cup, quart).

25. Given the above items and a pitcher of water, the child can measure an ounce, a cup, and a quart of liquid when asked to do so.

READING

For all letters of the alphabet:

* 1. When presented with a letter, the child can make the sound of that letter.

* 2. On hearing a sound, the child can select the corresponding letter.

* 3. When shown a word (presented on the program), the child can read it.

* 4. When shown pictures and words (presented on the program), the child can match each picture with its corresponding word.

SCIENCE

1. Using a globe, the child can point to land and water masses when asked to do so.

2. Using pictures of the items listed below, the child can point to the correct illustration if given the following directions:

   Show me which one is a/an ocean.
   river.
   lake.
   puddle.

3. The child will be able to answer the question:

   "What covers the land and water of the earth?"
   (air, or a blanket of air)

4. Given the items listed below after being exposed to the idea that the earth, sun and moon are shaped like a sphere, the child will answer the question:

   "Which one of these is shaped like the earth.
   moon.
   sun.

   Items:
   ball, penny, phonograph record

5. Having been shown on a globe the location of the north pole, the child can point to the south pole when asked:

   "Where is the south pole?"

6. Having completed the preceding task and given the items listed below, the child can answer the following questions:

   a. Which one of these is like the earth? (magnet)

   b. Why is it like the earth? (It has a north and south pole)

   Items:
   magnet, pencil, ruler

7. Given the items listed below, the child can demonstrate his understanding of night and day by:

   a. sticking pencil through orange and turning out light

   b. using flashlight to simulate sun

   c. pinning dolls on orange

   d. rotating orange to show night and day positions

   Items:
   orange, sharpened pencil, flashlight, small paper dolls on stickpins

8. After being exposed to the idea that the earth has gravity, the child can answer the following statements:

   a. What happens to a ball if you throw it up in the air? (It falls, it comes back down.)

   b. Is it true that everything around us is pulled to the center of the earth? (Yes)

   c. What is it that pulls? (Gravity)

   d. Can we measure gravity? (Yes)

   e. How do we measure it? (with a scale)

   f. Does the word "down" mean toward the center of the earth or away from the earth? (center of the earth)

   g. Does the word "up" mean toward the center of the earth or away from the earth? (away from the earth)

9. Asked to demonstrate the pull of gravity with a piece of wide elastic and a book, the child will do so by:

   a. making a loop out of the elastic

   b. placing the book in it

   c. showing how the book stretches the elastic

10. Given the items listed below and asked: "Which of these is used to measure gravity?," the child will point to the scale.

    Items:
    scale, thermometer, clock

11. After watching two items being weighed on a scale (one weighing more than the other), the child will say which item weighs more.

*12. After being exposed to various solids and liquids, the child can respond to the following directions:

   a. Show me a liquid.

   b. Show me a solid.

*13. After being exposed to ways in which water can change into a solid or a gas, the child will be able to answer the following questions:

   a. What can you do to water to make it a solid? (Freeze it)

   b. What can you do to water to make it a gas? (Boil it)

*14. Given a blown-up balloon, the child will be able to answer the following questions:

   a. What is inside the balloon? (Air)

   b. Is air a solid? (No)

   c. Is air a liquid? (No)

   d. Is it a gas? (Yes)

   e. Can you see air? (No)

   f. Can you feel it? (Yes)

*15. Given the items listed below, the child can demonstrate his understanding of the fact that air cannot be seen but we can observe its effects by:

a. blowing up a balloon

b. saying that air made it bigger

c. holding up a piece of paper and blowing on it

d. saying that air made it move

Items:
a deflated balloon, a piece of paper

*16. After completing the above task, the child can sort the items into two sets when asked to put all the liquids on one side and all the solids on the other side.

*17. When shown the items listed below and asked: "What shape does the water have here?," the child will name the container as being the shape.

Items:
bottle, paper cup, plastic sack filled with water

18. Given the following items and statements, the child can finish each statement with the word shape:

Items:
circle, triangle, square

Statements:
a. This one has a round _____.

b. This one has a triangular _____.

c. This one has a square _____.

19. Given a book, an orange, and a pencil, the child will answer yes to all of the following questions:

a. Does this book have a shape?

b. Does this orange have a shape?

c. Does this pencil have a shape?

20. After completing the preceding task, the child will use the appropriate gestures to show different shapes when asked:

    Can you show me with your hands the shape of the book?
    , orange?
    pencil?

21. Given the items listed above, the child (after being blindfolded) will answer the following statements as indicated:

    a. I'm holding up something in front of you. Can you tell what shape it has by smelling it? (No)

    b. Can you tell what shape it has by touching it? (Yes)

22. With the same items, the child (still blindfolded) will handle the objects and sort them into two sets when told:

    Put all the round things on one side. Put all the things that have corners on the other side.

23. Having completed the above task, the child can answer the question given below as indicated:

    How did you know that these had corners? (by touching)

24. Given a collection of five objects all of which are containers except one, the child can tell which item does not belong.

25. After completing the above task, the child can answer the question "Why are these all alike? by saying that they all can hold something.

26. Asked to find the north with the aid of a compass, the child will line up the N for north with the needle on the compass.

27. After watching a teacher magnetize a needle, the child can state that it is a magnetized needle.

28. After completing the above task, the child can answer the question "What can we make with a magnetized needle?" by saying a compass.

29. Given a map of his room and a compass, the child can point to North, South, East, and West on the map.

30. Given the situations listed below, the child can choose the correct response:

    a. A pin wheel being blown by a fan

       What's making this wheel move, air power or muscle power?

    b. An eggbeater being turned manually

       What's making this wheel move, air power or muscle power?

    c. An electric beater moving

       What"s making this wheel move, electric power or air power?

    d. A pin wheel being turned by steam

       What's making this wheel turn, electric power or steam power?

31. Using the same situations listed above, the child will point to the correct item when told:

    Show me an example of
    - air power.
    - electric power.
    - muscle power.
    - steam power.

SELF CONCEPT

1. Given the items listed below, the child will point to the correct picture when asked: Which of these is the Mexican-American family?

   Items:
   Four pictures of families from different ethnic groups including one which is Mexican-American

2. After completing the above task, the Mexican-American child will answer "yes" to the question:

   Are you a Mexican-American?

* 3. Given the items and statements listed below, the child will respond with gestures as requested:

Items:
tape recording of short phrases in English, French, German, and Spanish

Statements:
Here is a tape recording of several languages, English, Spanish, French, and German. I want you to raise your hand whenever you hear English or Spanish being spoken.

* 4. After completing the above task, the child will answer "English and Spanish" when asked:

Which of these languages do you speak?

* 5. After hearing four of the song recordings listed below, two of which are of Mexican-American origin, the child will indicate which ones are the Mexican-American tunes.

Songs:
Raindrops, It's the Real Thing, La Cacahuata, Cariño Nuevo, Amor Bonito, Tres Ramitas, Ya la Pagarás con Dios, Country Road

6. After listening to stories about different ethnic groups, one of which deal with Mexican-American customs, the child will name two items distinctive to the Mexican-American life style.

* 7. After being exposed to several ways in which he is like other children, the child will state three of these when asked to do so.

* 8. After being exposed to several ways in which he differs from other children, the child will name three of these when asked to do so.

9. The child will reply correctly to the questions listed below:

* a. Who are you?

* b. Where do you live?

c. Who are your parents?

d. How old are you?

*10. After being exposed to stories in which the main character deals with the emotions listed below, the child will be able to:

a. talk about a situation in which he/she felt the same way

b. draw a picture of how the character looked

c. draw a picture of himself/herself experiencing this emotions

Emotions:
anger, love, jealousy, pride, fear, sadness, embarrassment

*11. Given the opportunity of working as a member of a group to reach a common goal, the child will participate in the following two ways:

a. takes turns using the necessary tools

b. accepts responsibility for a specific job

*12. After a discussion on social relationships, the child will:

a. name three ways in which he is dependent upon others

b. name a person or animal who is dependent upon him/her

SPANISH LANGUAGE SKILLS

1. The child will be able to name in Spanish the indicated vocabulary terms for each of the following topics:

a. vehicles:

carro	bicicleta
camión(bus)	patín del diablo
barco	camión (truck)
avión	patines
tren	

* b. tools:

tijeras	desarmador
pegadura	tornillos
martillo	clavos
serrucho	azadón
creyones	*cuchara*
cuchili	*sartén*

c. wedding:

la boda	los anillos
la novia	el padre
el novio	pajes
el lazo	padrinos
las arras	madrinas
el velo	los cojines

d. time-telling devices:

reloj pulsera
reloj de arena
reloj de péndola
reloj de pared
reloj de sol
despertador

e. mealtimes:

Es la hora de comer.
Es la hora de cenar.
Es la hora de almorzar/desayunar.

f. fires:

bomberos	la apagadora
la quemazón	la lumbre
las llamaradas	el fuego para calentar
el humo	la comida
las brasas	

* g. illness:

enfermo	doctor
medicina	enfermera
pastillas	hospital
fiebre	algodón
calentura	termómetro
debil	cucharada
grave	cuentagotas

Le duele:

la garganta
el estómago
el oído
el brazo

Tiene catarro.
Me puso una inyección.

h. workers, tools, and products:

albañil	cemento	la pala
herrero	herradura	
mecánico	pinzas	tenazas
cocinero	pastel	tazón
campesino	legumbres	
agricultor	tractor	
costurera	vestido	aguja
	hilo	tijeras
	máquina de coser	

carpintero

maestra

i. the house and furniture:

the front door (la puerta principal)
the bedroom (la recámara)
the front steps (los escalones)
the front porch (portal/porche)
the basement (el sótano)
the bathroom (el cuarto de baño)
the back yard (el jardín)
the patio (el patio)
the living room (la sala)
the hall (el pasillo)
the closet (el closet)
the pantry (la alacena)

j. the farm:

el granero	el montón de paja
el corral	elotes tiernitos
la milpa	maíz en grano
el trigal	la cosecha
el estanque	un ganso
el campesino	un pato
la huerta	las herramientas
los marranos en el chiquero	las gallinas en el gallinero
la tierra cubierta de surcos	la cerca y su tranca
el espantapájaros	

Dentro del surco se echa la _____.(semilla)
El campesino remueve la _____(tierra) con el arado.
El campesino ordeña la _____.(vaca)

k. special days:

la Navidad	el 25 de diciembre
lucecitas	el nacimiento
esferitas	tarjetas de Navidad
regalos	árbol de Navidad
la piñata	

¿Qué día celebra el nacimiento de Jesucristo?

el cura Hidalgo
el 16 de septiembre
la bandera mexicana
¿Qué día celebra la independencia de México?

los novios	Día de San Valentín
cupido	tarjetas de San Valentín

cohetes	luces de bengala
desfile	la bandera americana
el 4 de julio	la independencia de Estados Unidos

el pavo	el guajolote
los colones	los colonizadores

los indios americanos
el último jueves de noviembre
el día de dar gracias

la Niña	el 12 de octubre
la Pinta	el día de la raza
la Santa María	la reina Isabel
Cristobal Colon	

l. goods and services:

panadería	panadero
botica	boticario
carnicería	carnicero
peluquería	barbero, peluquero
librería	dependiente
gasolinera	relojería
juguetería	escaparate, mostrador
tienda de abarrotes	tendero

m. bees and honey:

la abeja	el panal
la miel	la cera
la colmena	las flores

n. magnets:

imán	brújula
tachuelas	limaduras
aguja imanada	cosas hechas de hierro

El imán sirve para recoger cosas hechas de hierro.
Sus dos puntas se llaman polo norte y polo sur.

o. thermometer:

mercurio	frío
calor	termómetro

p. properties of materials used to build houses:

piedra	el hormigón/la mezcla
vidrio	la madera
hierro	los tubos de hierro
madera	

¿Cuál se pudre con el agua?
¿Cuál se llena de moho con el agua?
¿Cuales dos son los mas fuertes?
¿Cuál se rompe facilmente?
¿Cuál se quema con facilidad?

q. opposites:

mojado	seco
alto	bajo
grande	chico
gordo	flaco
feo	bonito

r. actions:

bolear	aventar
escoger	agarrar
coger	empujar
saber	escribir
trapear	saltar
cambiar	perder
firmar	sacarle punta

2. The child can correctly repeat the following items:

   a. infinitives with attached object pronouns

hacerlo	comerlo
ponerlo	bríncarlo
quitarlo	sacarlo
juntarlas	pedirles
venderlas	enseñarles

   b. regular past participles of "ar" verbs

cansado	quitado
hablado	mandado
soldado	sentado
parado	pensado

   c. first person plural of the present subjunctive

hablemos	pensemos
cantemos	comamos
sigamos	durmamos
hagamos	juguemos
salgamos	usemos

   d. irregular past participles

escrito	abierto
muerto	dicho
visto	vuelto
roto	

   e. all present tense forms of the verb <u>estar</u>

3. The child will be able to pronounce the /f/ in the following words:

fuerte	fui
fue	fueron
fuimos	

4. The child will be able to pronounce the /g/ in the following words:

agujero	aguja

5. The child will be able to pronounce the /b/ of abuela and abuelo.

6. The child will be able to pronounce all of the syllables in the following words:

para	donde
ahorita	necesitamos
alrededor	

7. The child will be able to repeat correctly the following words:

pared	sorpresa
traje(o)	haya(s, mos, n)
somos	vi
vio	iglesia
nadie	muchos
siéntense	quítense
sálganse	tómense
cómanse	duérmanse
trajiste	dormiste
hablaste	hiciste
callaste	pared
piedra	cuarto
manejar	sandía
mía	tía
tío	feo
anduve	anduviste
anduvo	leer
creer	

8. The child will be able to pronounce the /y/ of:

tortilla	mantequilla
milla	anillo
ella	rodilla
amarilla	cuchillo

9. The child will be able to indicate the correct gender of the following nouns by means of articles or descriptive adjectives:

agua	boca
azucar	cola
hambre	muchacho
artista	vestido
mapa	cachucha
programa	otro
boca	perro
platos	televisión
gato	chamaquitos
juguetes	jardín
rata	cara

10. The child will be able to pronounce the /e/ in:

señor	decir
después	pedir

11. The child will be able to pronounce the /i/ of:

mismo	medicina
recibir	

A P P E N D I X C

TEST QUESTIONS: SPANISH

TEST QUESTIONS: ENGLISH

TEST QUESTIONS: Spanish

All questions used in the Spanish test during the fourth year of CARRASCOLENDAS are shown below. Each test question was administered in an oral interview with individual children, and field interviewers scored the child's response to each question on the test instrument. The format of the test instrument appears in Appendix D.

The test questions are listed in the order in which they appeared on the pretest. The same items were included in the posttest although they appeared in a different order.

For reference purposes, each question provides additional information. Visual aids used during the test interviews are enclosed in parentheses, and the preferred correct response is italicized where applicable. The content area being tested and an abbreviated version of the instructional objectives are listed. Also provided are the program(s) which treats the objective, the segment title, the method of presentation, and the length of each segment. The number of repetitions of a segment within the same program is indicated in parentheses after the segment title.

CARRASCOLENDAS Spanish Content Areas

History and Culture
Self Concept
Spanish Language Skills
Reading
Math

1. ¿Qué es esto?
   (cuchara)

   SPANISH - names the indicated environmantal vocabulary: cuchara

Program 5 -	The Restaurant #2	DRAMATIC 3:17
6 -	The Restaurant #3	DRAMATIC 4:24
7 -	The Restaurant #4	DRAMATIC 3:51
	Professions #3	FILM :40
	Food Cameo	CAMEO :15
27 -	Lotería #3	DRAMATIC 2:15

2. ¿Cuál letra hace este sonido /i/?
(E, G, I, LL, M)

READING - selects corresponding letter after hearing sound

Program 2 - iglesia (2)	CAMEO	:36
imán (2)	CAMEO	1:05
isla (2)	CAMEO	:45
Doll Segment #2 (2)	DRAMATIC	2:24

3. ¿Cuál letra hace este sonido /ll/?
(E, G, I, LL, M)

READING - selects corresponding letter after hearing sound

Program 20 - llama (3)	CAMEO	1:28
llanta (2)	CAMEO	:36
llave (3)	CAMEO	1:43
Doll Segment #20	DRAMATIC	1:24

4. ¿Dónde vives?

SELF CONCEPT - replies correctly to "Where do you live?"

Program 2 - The Pumpkin #2	DRAMATIC	2:11

5. ¿Cómo se llama la persona que vas a ver cuando estás enfermo?
(doctor)

SPANISH - names indicated environmental vocabulary: doctor

Program 13 - Getting Sick #1	DRAMATIC	2:21
14 - Getting Sick #2	DRAMATIC	3:10
Illness Cameo	CAMEO	:13
15 - Getting Sick #3	DRAMATIC	2:11
16 - Getting Sick #4	DRAMATIC	4:32

6. ¿Qué hora es?
(reloj a las 3:00)

MATH - states the time

Program 17 - Telling Time #1	DRAMATIC	4:30
18 - Telling Time #2	DRAMATIC	:48

7. Pon el reloj para que sean las cuatro y media.
(reloj con manecillas que se mueven)

MATH - sets clock hands to half hours
Program 21 - Telling Time #5 — DRAMATIC 4:40
22 - Telling Time #6 — DRAMATIC :48

8. ¿Qué es una cosa que tiene ojos de gato, orejas de gato, patas de gato, y no es gato?

la gata

HISTORY AND CULTURE - recites a riddle representative of Hispanic or Mexican-American culture
Program 4, 15, 24 - Child Riddle — CAMEO :57

9. ¿Cómo se llama una de estas cosas que usa un mecánico?
(tenazas, desarmador, tornillos)

SPANISH - names the indicated environmental vocabulary: tenazas, desarmador, or tornillos
Program 9 - The Mechanic #1 — DRAMATIC 2:27
10 - The Mechanic #2 — DRAMATIC 2:00
11 - The Mechanic #3 — DRAMATIC 3:21
Cameo — CAMEO 1:26
12 - Profession #4 — FILM :46
28 - Lotería #4 — DRAMATIC 2:01

10. ¿Qué sonido hace esta letra?
(J)

READING - makes sound of the letter presented
Program 25 - jabón (3) — CAMEO 1:06
jaula (3) — CAMEO 1:27
jarra (2) — CAMEO 1:20
Doll Segment # 25 — DRAMATIC 1:31

11. Erre con erre cigarro,
Erre con erre barril,
¿Cómo sigue?

Rápido corren los carros del ferrocarril.

HISTORY AND CULTURE - recites a rhyme representative of Hispanic or Mexican-American culture

Program 27, 28, 29 - Market Place Rhyme #9 DRAMATIC 4:21

12. ¿Qué sonido hace esta letra?
(A)

READING - makes sound of the letter presented

Program 1 - ala (3) CAMEO 1:09

anillo (2) CAMEO :42

árbol (2) CAMEO 1:03

Doll Segment #1 (2) DRAMATIC 2:40

13. ¿En qué te pareces a esta persona?
¿En qué más?
¿En qué más?
(persona)

SELF CONCEPT - states three ways in which he/she is like another person

Program 4 - The Pumpkin #4 DRAMATIC 2:14

14. Cántame una de estas canciones:
San Serafín del monte
Doña Blanca

HISTORY AND CULTURE - sings at least one verse of song representative of Hispanic or Mexican-American culture

Program 2, 10, 20, 26 - San Serafín DRAMATIC 6:20

4, 17, 22, 28 - Doña Blanca DRAMATIC 8:28

15. Lee esta palabra.
(chivo)

READING - reads the word shown

Program 23 - chivo (2) CAMEO :46

Doll Segment #23 DRAMATIC 1:31

16. ¿Cómo se llama la persona que usa una máquina de coser?
(costurera)

SPANISH - names the indicated environmental vocabulary: costurera

Program 12 - Sewing #1	DRAMATIC 2:36
Sewing Cameo	CAMEO :17
13 - Sewing #2	DRAMATIC 3:10
Professions #5	FILM :40
29 - Lotería #5	DRAMATIC 2:22

17. Allí viene el agua,
Por la lomita,
Que no se moje
¿Cómo sigue?

Mi Tía Lupita

HISTORY AND CULTURE - recites a rhyme representative of Hispanic or Mexican-American culture

Program 16, 17, 18 - Market Place Rhyme #5	DRAMATIC 1:59

18. ¿Cuál de estos va con esta palabra?
(cebolla, 5, cepillo, CINCO)

READING - matches picture with corresponding word

Program 27 - cinco (3)	CAMEO 2:06
Doll Segment #27B	DRAMATIC 1:25

19. Esta niña tiene una muñeca nueva.
Ahora dime cómo crees que se siente.
(niña feliz con una muñeca; espalda de la niña viendo la muñeca quebrada en el suelo)

enojada, triste

SELF CONCEPT - talks about a situation expressing sadness or anger

Program 7 - The Pumpkin #7	DRAMATIC 1:50

20. Lee esta palabra.
(luna)

READING - reads the word shown
Program 3 - luna (4) CAMEO 1:31

Doll Segment #3 (2) DRAMATIC 2:44

21. Siempre anda y nunca se mueve.
¿Qué es?

el reloj

HISTORY AND CULTURE - recites a riddle representative of Hispanic or Mexican-American culture
Program 10, 20, 30 - Child Riddle CAMEO 1:09

22. Dime el nombre de una persona o un animal que necesita que tú le ayudes.

SELF CONCEPT - names a person or animal who is dependent on him/her
Program 10 - The Pumpkins #10 DRAMATIC 2:21

23. ¿Cuál de estos va con esta palabra?
(vaca, burro, vaso, VASO)

READING - matches picture with corresponding word
Program 17 - vaso (2) CAMEO 1:37

24. ¿Cómo se llama una de estas cosas que usa una maestra?
(pegadura, tijeras, colores)

SPANISH - names the indicated environmental vocabulary: pegadura, tijeras, colores
Program 16 - Professions #1 FILM :40

Pegadura/Pega CAMEO :32

22 - The Pie Cutting #1 DRAMATIC 2:55

25 - Lotería #1 DRAMATIC 2:58

TEST QUESTIONS: English

All questions used in the English test during the fourth year of CARRASCOLENDAS are shown below. Each test question was administered in an oral interview with individual children, and field interviewers scored the child's response to each question on the test instrument. The format of the test instrument appears in Appendix D.

The test questions are listed in the order in which they appeared on the pretest. The same items were included in the posttest although they appeared in a different order.

For reference purposes, each question provides additional information. Visual aids used during the test interviews are enclosed in parentheses, and the preferred correct response is italicized where applicable. The content area being tested and an abbreviated version of the instructional objectives are listed. Also provided are the program(s) which treats the objective, the segment title, the method of presentaion, and the length of each segment. The number of repetitions of a segment within the same program is indicated in parentheses after the segment title.

CARRASCOLENDAS English Content Areas

History and Culture
Self Concept
English Language Skills
Science
Math

1. Repeat this word after me: ROSE

ENGLISH - repeats words containing /z/ sound
Program 1, 20, 30 - How do you speak to a rose? DRAMATIC 11:57
10, 26 - Rose DRAMATIC 3:12

2. Repeat this word after me: SHOE

ENGLISH - repeats words containing /sh/ sound
Program 3, 26 - The Shoe Store DRAMATIC 7:04
13, 21, 29 - Playing Firefiles DRAMATIC 8:45
11, 27 - The Cobbler DRAMATIC 3:26

3. This picture shows one foot, and this one shows two __.
(one foot, two feet)

feet

ENGLISH - uses correct form of the irregular plural of foot

Program 17, 25 - Foot-Feet Race	DRAMATIC	13:36
18, 26 - Foot-Feet Song #1	DRAMATIC	2:26
19, 27 - Foot-Feet Song #2	DRAMATIC	4:00

4. Show me where the minute hand would be at half past four.
(clock with moveable hands)

MATH - sets clock hands to half hours

Program 23, 29 - Telling Time #7	DRAMATIC	5:50
24, 30 - Telling Time #8	DRAMATIC	1:12

5. What time is it?
(clock at 3:00)

MATH - states the time

Program 19, 27 - Telling Time #3	DRAMTIC	4:42
20, 28 - Telling Time #4	DRAMATIC	3:34

6. What is the difference between these two boys? One has a ball, and the other one _____.
(boy with a ball; same boy with no ball)

doesn't

ENGLISH - produces sentence with don't/doesn't

Program 3, 24 - Don't-Doesn't #1	CAMEO	2:24
4, 27 - Don't-Doesn't #2	CAMEO	2:24

7. Show me a solid.

SCIENCE - responds to direction "Show me a solid."

Program 18 - Liquids, Solids and Gases #4	DRAMATIC	2:54
19 - Liquids, Solids and Gases #5	DRAMATIC	1:20
21, 29 - The Boat Test	DRAMATIC	7:02
24, 27, 30 - The Boat Test	ANIMATION	4:03

8. Is air a solid?
no

SCIENCE - responds correctly to question

Program 18 - Liquids, Solids and Gases #4	DRAMATIC 2:54
19 - Liquids, Solids and Gases #5	DRAMATIC 1:20
23 - Liquids, Solids and Gases #8	DRAMATIC 2:35
21, 29 - The Boat Test	DRAMATIC 7:02
24, 27, 30 - The Boat Test	ANIMATION 4:03

9. Is air a gas?
yes

SCIENCE - responds correctly to question

Program 23 - Liquids, Solids and Gases #8	DRAMATIC 2:35

10. Repeat this word after me: THUMB

ENGLISH - repeats word containing /θ/ sound

Program 5, 25 - The Thumb Family	DRAMATIC 5:06
5 - Thumb	CAMEO :40

11. This is a picture of a mouse,
This picture shows a lot of _____.
(one mouse, many mice)

mice

ENGLISH - uses correct form of the irregular plural of mouse

Program 14, 21, 30 - Mouse-Mice #1	DRAMATIC 4:33
15, 22 - Mouse-Mice #2	DRAMATIC 2:50
14, 21 - Mouse	CAMEO :22

12. This girl has a new doll. Tell me how you think she feels now.
(girl with happy expression holding doll; back of girl looking at broken doll on floor)

sad, mad

SELF CONCEPT - talks about a situation expressing anger or sadness

Program 6, 30 - Agapito's Identity #6	DRAMATIC 6:40
8 - Agapito's Identity #8	DRAMATIC 5:12

13. What can you do to water to make it a solid?

freeze it

SCIENCE - responds correctly to question
Program 20 - Liquids, Solids and Gases #6 DRAMATIC 7:02

14. Who is Rita Moreno?
(pictures of Rita Moreno, Chi Chi Rodriguez, series actress, and Ricardo Montalban)

HISTORY AND CULTURE - identifies contemporary succesful Mexican-American
Program 2, 18 - Hero Images #1 FILM 16:00

15. What does she do?
(interviewer points to picture of Rita Moreno-visual above)

actress

HISTORY AND CULTURE - answers question regarding contemporary successful Mexican-American
Program 2, 18 - Hero Images #1 FILM 16:00

16. Who is Chi Chi Rodriguez?
(pictures of Rita Moreno, Chi Chi Rodriguez, series actress, and Ricardo Montalban)

HISTORY AND CULTURE - identifies contemporary successful Mexican-American
Program 10, 26 - Hero Images #3 FILM 13:00

17. What does he do?
(interviewer points to picture of Chi Chi Rodriguez visual above)

golfer

HISTORY AND CULTURE - answers question regarding contemporary successful Mexican-American
Program 10, 26 - Hero Images #3 FILM 13:00

18. Who are you?

SELF CONCEPT - replies correctly to question

Program 6	Herman #1	DRAMATIC 2:05
7	Herman #2	DRAMATIC 2:05
8, 24	Herman #3	DRAMATIC 3:22
9, 25	Herman #4	DRAMATIC 1:47
1	Agapito's Identity #1	DRAMATIC 4:21
1, 11, 21	Who are you?	FILM 4:06

19. Repeat this word after me: SIT

ENGLISH - repeats words containing /I/ sound

Program 14, 18, 24	Ricky the Rabbit	ANIMATION 2:15

20. In this picture the boy has a drink. But in this one, what did the boy do?
(boy holding drink, boy drinking, boy with empty glass)

drank

ENGLISH - uses irregular past tense correclty

Program 18	What Did Herman Do? #3	DRAMATIC 1:01
	Drink-Drank	CAMEO :28

21. Tell me the name of someone you need at school.

SELF CONCEPT - names ways in which he/she is dependent on others

Program 10	Agapito's Identity #10	DRAMATIC 1:50

22. Where did this pencil go?
(interviewer pushes pencil between thumb and fore-finger which are touching)

ENGLISH - uses positional concept correctly

Program 11, 21	Follow Me #1	DRAMATIC 2:44
	Through	Cameo :20

23. Tell me three ways in which you are different from this person
(person)

SELF CONCEPT - states three ways in which he/she differs from another person

Program 8, 24 - Herman #3 DRAMATIC 6:44

5 - Agapito's Identity #5 DRAMATIC 2:45

24. This shoe is small, and this shoe is even _____.
(shoe three different sizes)

smaller

...but this shoe is the _____:

smallest

ENGLISH - uses comparative and superlative forms of little

Program 3, 26 - The Shoe Store DRAMATIC 7:04

4, 13 - Baby Juana DRAMATIC 1:34

25. Repeat this word after me: SKATE

ENGLISH - repeats words containing initial s plus consonant stop

Program 11, 28 - The Skating Lesson DRAMATIC 5:48

26. These girls are standing side by side, and these girls are standing ___ __ ___.
(girls standing side by side, standing back to back)

back to back

ENGLISH - uses positional concept correctly

Program 14, 24 - Follow Me #4 DRAMATIC 2:46

Back to Back CAMEO :20

A P P E N D I X D

INSTRUMENTS

Spanish Test
English Test
Teacher Attitude Questionnaire
Parent Attitude Survey

CARRASCOLENDAS IV

NOMBRE _____

CUMPLEAÑOS _____ ID # _____

[1 : 1] EXAMEN EN ESPAÑOL

[2 : 1] PREEXAMEN

[3 : ___]

[4 : ___] NUMERO DE IDENTIFICACION

[5 : ___]

[6 : 1 JARDIN INFANTIL
2 PRIMER GRADO
3 SEGUNDO GRADO
4] TERCER GRADO

[7 : 1 VE
2] NO VE

[8 : 1 ORDEN: Primero
2] Segundo

[9 : ___] EDAD

[10 : ___]
MESES
[11 : ___]

[12 : 1 MASCULINO
2] FEMENINA

[13 : 1 ANGLO
2 NEGRO
3 MEXICO-AMERICANO
4] OTRO: _____

	Perfecto	Inducido	Parcial	Error; nada			Español	Mixto	Inglés	Nada
[14]	4	3	2	1	¿Qué es esto? (Visual - Cuchara)	[14]	4	3	2	1
[15]	4	3	2	1	¿Cuál letra hace este sonido /i/ ? (Visual - E, G, I, LL, M)	[15]	4	3	2	1
[16]	4	3	2	1	¿Cuál letra hace este sonido /ll/ ? (Visual - E, G, I, LL, M)	[16]	4	3	2	1
[17]	4	3	2	1	¿Dónde vives?	[17]	4	3	2	1
[18]	4	3	2	1	¿Cómo se llama la persona que vas a ver cuando estás enfermo? (Visual - doctor)	[18]	4	3	2	1
[19]	4	3	2	1	¿Qué hora es? (Visual - reloj a las 3:00)	[19]	4	3	2	1
[20]	4	3	2	1	Pon el reloj para que sean las cuatro y media. (Visual - reloj con manecillas que se mueven)	[20]	4	3	2	1

CARRASCOLENDAS IV

CHILD'S NAME _____

BIRTH DATE _____ ID # _____

[1 : 2] ENGLISH TEST

[2 : 2] POSTTEST

[3 : ____]

[4 : ____] CHILD'S ID

[5 : ____]

[6 : 1 KINDERGARTEN
2 FIRST GRADE
3 SECOND GRADE
4] THIRD GRADE

[7 : 1 VIEWER
2] NONVIEWER

[8 : 1 ORDER: First
2] Second

[9 : ____] AGE

[10 : ____]
MONTHS
[11 : ____]

[12 : 1 MALE
2] FEMALE

[13 : 1 ANGLO
2 BLACK
3 MEXICAN-AMERICAN
4] OTHER: _____

	Perfect	Prompted	Partial	Wrong; none		English	Mixed	Spanish	None
[14]	4	3	2	1	This is a picture of a mouse. This picture shows a lot of _____. (Visual - one mouse, many mice) *mice*	[14]	4	3	2	1
[15]	4	3	2	1	Repeat this word after me: ROSE	[15]	4	3	2	1
[16]	4	3	2	1	What is the difference between these two boys? One has a ball, and the other one _____. (Visual - boy with a ball; same boy with no ball) *doesn't*	[16]	4	3	2	1
[17]	4	3	2	1	Who are you?	[17]	4	3	2	1
[18]	4	3	2	1	What time is it? (Visual - clock at 3:00)	[18]	4	3	2	1

CARRASCOLENDAS
TEACHER QUESTIONNAIRE

ID# _____ [1, 2, 3]

Please answer every question.

Name _____

School _____

City _____

Number in Class _____ [5, 6]

Grade Level or Position
[4] 1 ___ Pre-Kindergarten
2 ___ Kindergarten
3 ___ First
4 ___ Second
5 ___ Third
6 ___ Fourth - Sixth
7 ___ Seventh - Twel
8 ___ Bilingual Dire
9 ___ Other

What is the approximate percentage of the ethnic groups represented in your class?

	Mexican-American (Check one) [7]	Black (Check one) [8]	Anglo (Check one) [9]	Other (Check one) [10]
0	0 _____	0 _____	0 _____	0 _____
1 - 25%	1 _____	1 _____	1 _____	1 _____
26 - 50%	2 _____	2 _____	2 _____	2 _____
51 - 75%	3 _____	3 _____	3 _____	3 _____
76 - 100%	4 _____	4 _____	4 _____	4 _____

1. What percentage of the children in your class speak Spanish? (Check one)
[11] 1 _____ 1 - 25%
2 _____ 26 - 50%
3 _____ 51 - 75%
4 _____ 76 - 100%

2. Do you use a bilingual curriculum? (Check one)
[12] 1 _____ Yes, Title VII
2 _____ Yes, Title I
3 _____ Yes, local funds
4 _____ No

3. How much daily instruction is conducted in Spanish in your classroom? (Check one)
[13] 1 _____ Half hour
2 _____ One hour
3 _____ Two hours
4 _____ Three hours
5 _____ Four to six hours
6 _____ No Spanish instruction except CARRASCOLENDAS
7 _____ No Spanish instruction at all

4. Are you required to have CARRASCOLENDAS viewed as part of the curriculum? (Check one)
[14] 1 _____ Yes
2 _____ No, but it is available
3 _____ No, not available

5. Is viewing of CARRASCOLENDAS required of all students? (Check one)
[15] 1 _____ Yes
2 _____ No, Spanish-speakers only
3 _____ No, entirely voluntary
4 _____ No viewing at all

6. If CARRASCOLENDAS were available on film and/or cassette tapes, would you be interested in using it? (Check one)
[16] 1 _____ Yes, prefer film
2 _____ Yes, prefer tapes
3 _____ No, prefer TV
4 _____ No, do not want to use it

7. How often does your class watch CARRASCOLENDAS? (Check one)
[17] 1 _____ Every program
2 _____ Twice a week
3 _____ Once a week
4 _____ Less than once a week
5 _____ Never

8. Do you watch the program in color? (Check one)
[18] 1 _____ Yes
2 _____ No, black and white
3 _____ Do not watch the program

9. Is your television reception satisfactor (Check one)
[19] 1 _____ Always
2 _____ Often
3 _____ Rarely
4 _____ Never

10. Approximately how many students watch th same television set?
[20, 21, 22] _____

11. How did you hear about CARRASCOLENDAS? (Check one)
[23] 1 _____ Principal
2 _____ Other teacher
3 _____ Bilingual project director
4 _____ Regional Service Center
5 _____ Other
6 _____ Never heard of it

12. Has there been any publicity regarding CARRASCOLENDAS in your area? (Check one)
[24] 1 _____ Yes, newspaper
2 _____ Yes, television and/or radio
3 _____ Yes, national publication
4 _____ Yes, Region XIII publication
5 _____ None

13. Did any of the children in your class vi CARRASCOLENDAS during the preceding year (Check one)
[25] 1 _____ Yes
2 _____ No
3 _____ Don't know

*Bracketed numbers are for coding purposes only.

14. If you have viewed the series previously, how do you compare the 1973 series with programs of previous years? (Check one)
[26] 1 _____ Better
2 _____ About the same
3 _____ Not as good
4 _____ Never saw a previous program

15. How well do you speak Spanish? (Check one)
[27] 1 _____ Fluently
2 _____ Moderately
3 _____ Limitedly
4 _____ English only

16. Are class activities other than direct instruction conducted in Spanish or English (Check one)
[28] 1 _____ Mostly in Spanish
2 _____ Mostly in English
3 _____ About half and half
4 _____ No activities

17. Do you conduct any class activities about CARRASCOLENDAS before or after viewing the program?
[29] 1 _____ Always [30] 1 _____ Before only
2 _____ Often 2 _____ After only
3 _____ Rarely 3 _____ Some of both
4 _____ Never 4 _____ Neither

18. Usually, how do you explain the Spanish segments to non Spanish-speaking students? (Check one)
[31] 1 _____ You explain in English
2 _____ Aide or parent explains
3 _____ Spanish-speaking student explains
4 _____ No explanations are made
5 _____ No non-Spanish speakers are present

19. How often do you use the Teacher's Guide? (Check one)
[32] 1 _____ Every program
2 _____ Most programs
3 _____ Some programs
4 _____ Never
5 _____ Do not have one

20. How useful is the Teacher's Guide? (Check one)
[33] 1 _____ Very useful
2 _____ Somewhat useful
3 _____ Not too useful
4 _____ Useless
5 _____ Do not have one

21. Are the program descriptions included in the Teacher's Guide useful? (Check one)
[34] 1 _____ Very useful
2 _____ Somewhat useful
3 _____ Not too useful
4 _____ Useless
5 _____ Do not have one

22. Are the Teacher's Guide suggested activities and related visuals useful? (Check one)
[35] 1 _____ Very useful
2 _____ Somewhat useful
3 _____ Not too useful
4 _____ Useless
5 _____ Do not have one

23. Is the sheet music of songs in the Teacher's Guide useful? (Check one)
[36] 1 _____ Very useful
2 _____ Somewhat useful
3 _____ Not too useful
4 _____ Useless
5 _____ Do not have one

24. Do you use the tapes of songs and games available from Region XIII? (Check one)
[37] 1 _____ Often
2 _____ Rarely
3 _____ Never; know about them but did not order
4 _____ Never; did not know about them

25. Did you participate in a CARRASCOLENDAS workshop? (Check one)
[38] 1 _____ Yes, it was very useful
2 _____ Yes, it was somewhat useful
3 _____ Yes, it was not too useful
4 _____ No, but would like to
5 _____ No, not interested

26. Is the subject content of CARRASCOLENDAS appropriate for your students?

	(Check one) MATH [39]	(Check one) SCIENCE [40]	Language Skills (Check one) SPANISH [41]	(Check one) ENGLISH [42]
Always	1 _____	1 _____	1 _____	1 _____
Often	2 _____	2 _____	2 _____	2 _____
Rarely	3 _____	3 _____	3 _____	3 _____
Never	4 _____	4 _____	4 _____	4 _____

27. How valuable were the segments presenting Spanish letter/sound relationships? (Check one)
[43] 1 _____ Very valuable
2 _____ Somewhat valuable
3 _____ A little valuable
4 _____ Of no value

28. Is the language level appropriate for your students' understanding?

	(Check one) SPANISH [44]	(Check one) ENGLISH [45]
Always	1 _____	1 _____
Often	2 _____	2 _____
Rarely	3 _____	3 _____
Never	4 _____	4 _____

29. Was the cultural content beneficial to your students? (Check one)
[46] 1 _____ Very much
2 _____ Somewhat
3 _____ A little
4 _____ Not at all

30. In general, how well do you think that your students like CARRASCOLENDAS? (Check one)
[47] 1 _____ Very much
2 _____ Moderately
3 _____ A little
4 _____ Not at all

31. Do Spanish speaking children engage in the Spanish and/or English audience-participation segments during the program?

	(Check one) SPANISH [48]	(Check one) ENGLISH [49]
Most engage all of the time	1 _____	1 _____
Most engage some of the time	2 _____	2 _____
A few engage most of the time	3 _____	3 _____
A few engage some of the time	4 _____	4 _____
Little participation	5 _____	5 _____
None present	6 _____	6 _____

32. Do English speaking children engage in the Spanish and/or English audience participation segments during the program?

	(Check one) SPANISH [50]	(Check one) ENGLISH [51]
Most engage all of the time	1 _____	1 _____
Most engage some of the time	2 _____	2 _____
A few engage most of the time	3 _____	3 _____
A few engage some of the time	4 _____	4 _____
Little participation	5 _____	5 _____
None present	6 _____	6 _____

33. Do Mexican American children speak Spanish at school more often after watching the program? (Check one)

[52] 1 _____ Yes, often
2 _____ Yes, somewhat
3 _____ No, not at all
4 _____ No Mexican-American children present

34. Do the Mexican American children in your class participate in class activities? (Check one)

[53] 1 _____ Very much
2 _____ Moderately
3 _____ A little
4 _____ Not at all
5 _____ No Mexican American children present

35. In general, how would you rate the Mexican-American children's self-esteem in your classroom? (Check one)

[54] 1 _____ High, proud of his Mexican-American heritage
2 _____ Medium, accepts his heritage
3 _____ Low, embarrassed by his heritage
4 _____ No awareness of difference between Mexican-American heritage and any other ethnic group
5 _____ No Mexican-American children present

36. Do you think that the Mexican American children's self-esteem or pride may benefit from watching CARRASCOLENDAS? (Check one)

[55] 1 _____ Very much
2 _____ Moderately
3 _____ A little
4 _____ Not at all
5 _____ No Mexican-American children present

37. Are Mexican-American children willing to contribute experiences from their backgrounds during discussions pertaining to CARRASCOLENDAS? (Check one)

[56] 1 _____ Yes, often
2 _____ Yes, occasionally
3 _____ No, never
4 _____ No Mexican-American children present

38. Have non-Spanish speakers learned some S after watching the program? (Check one)

[57] 1 _____ Some Spanish
2 _____ A little Spanish
3 _____ No Spanish
4 _____ No non-Spanish speakers presen

39. Have children from other ethnic groups s interest in learning more about Mexican ture after watching CARRASCOLENDAS? (Che

[58] 1 _____ Yes, often
2 _____ Yes, occasionally
3 _____ No, never
4 _____ No other ethnic grou[illegible]resent

40. Do non-Spanish-speaking students ask the Mexican-American children about CARRASCO LENDAS? (Check one)

[59] 1 _____ Yes, often
2 _____ Yes, occasionally
3 _____ No, never
4 _____ No non-Spanish speakers' presen

41. What do you think is the most significa effect of CARRASCOLENDAS on you students

[60] _____

_____

_____

[78:4]

[79:2]

[1, 2, 3]_____

PARENT ATTITUDE SURVEY

Good morning (afternoon, evening). My name is _____(first and last name). I am taking a survey of some of the parents of children who go to _____ elementary school, and would like to ask you a few questions if you have a few minutes.

Buenos días (Buenas tardes, noches). Me llamo _____. Estoy haciendo un estudio de padres de niños que van a la escuela _____. Si me permite unos minutos, le quisiera hacer unas preguntas.

Do you speak Spanish or English to your child(ren) at home?
¿Habla en español o inglés con su(s) niño(s) en la casa?

[4] 1____Spanish only
2____English only
3____Both
4____Other:_____

What language do you want your child(ren) to speak?
¿Qué idioma quiere que su(s) hijo(s) hable(n)?

[5] 1____Spanish only
2____English only
3____Both; Spanish and English
4____As many as possible
5____Other:_____

Do you think schools should have classes in Spanish and English?

¿Cree que es importante enseñar en español y en inglés en la escuela?

[6] 1____Spanish only

2____English only

3____Both; Spanish and English

4____Other:_____

Do you think it is important to teach Mexican-American culture to children in school?

¿Cree que es importante enseñar algo acerca de la cultura méxico-americana a su(s) hijo(s) en las clases?

[7] 1____Yes

2____No, at home

3____Not at all

Do you think it is important to have a television program in Spanish and English for primary school children?

¿Cree que es importante tener un programa de televisión en español y en inglés para niños de escuelas primarias?

[8] 1____Yes, teaches Spanish

2____Yes, teaches English

3____Yes, teaches Spanish and English

4____Yes, teaches cultural items

5____No, needs to learn English only

6____No, don't want them watching TV in school

7____Other:_____

Have your children ever seen the television program CARRASCOLENDAS at home or at school?

¿Tiene hijos que ven el programa CARRASCOLENDAS en la escuela o en la casa?

[9] 1____Yes, at home

2____Yes, at school

3____Yes, at home and at school

4____Don't know

5____No

Have you ever watched CARRASCOLENDAS? How often?

¿Ha visto usted CARRASCOLENDAS alguna vez? ¿Cuántas veces?

[10] 1____Yes, one time

2____Yes, two or three times

3____Yes, many times

4____Yes, almost always

5____Yes, always

6____Heard it from another room

7____Other:_____

8____No*

If NO, do not continue

Do you and your child(ren) ever talk about CARRASCOLENDAS?

¿Ha hablado con su(s) hijo(s) acerca del programa CARRASCOLENDAS?

[11] 1____Yes, often

2____Yes, sometimes

3____Yes, once

4____Don't know

5____No

How did you hear about CARRASCOLENDAS?

¿Cómo supo del programa CARRASCOLENDAS?

[12] 1____School

2____Child

3____Friend

4____Newspaper or magazine

5____Television

6____Other:_____

What do you think of the Mexican customs presented in the series?

¿Cuál es su opinion de las costumbres mexicanas que se presentan en los programas?

[13] 1____Good presentations

2____Good for children to see them on TV

3____They're familiar to the child

4____Don't need to know about them

5____Other:_____

Do you like the Spanish used in the program?

¿Le gusta el español que se usa en los programas?

[14] 1____Yes

2____Don't know

3____No

Has watching CARRASCOLENDAS helped your child(ren) learn Spanish or English?

¿Le(s) ha ayudado el programa CARRASCOLENDAS a su(s) hijo(s) a aprender mejor el español o el inglés?

[15] 1____Yes, Spanish

2____Yes, English

3____Yes, both

4____No, neither

5____They don't watch often enough

6____Don't know

7____Other:_____

What effects do you think CARRASCOLENDAS has had?

¿Qué resultados cree que CARRASCOLENDAS ha conseguido?

[16] 1____Pride in the Mexican-American culture

2____Teaches others about Mexican-Americans

3____Pride in speaking Spanish

4____Improvement in the use of Spanish

5____Improvement in the use of English

6____No effects

7____Don't know

8____Other:_____

Do you have any other comments to make about CARRASCOLENDAS?

¿Tiene algunos otros comentarios o sugerencias?

[17] 1_____

_____

_____

2____No

[78 : 4]

[79 : 4]